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ABSTRACT

This document reports on the development and functioning of the Child Development Associate (CDA) Pilot Project at Bemidji State University (BSU), Bemudji, Minnesota. Section I addresses the following aspects of the BSU pilot: geographic setting, the training population, program response, beginning the pilot project, organizational structure, communication with the university and within the training area, recognition of the CDA credential at the state and local levels, and a budget overview for each of the 3 program years. Section II focuses on the initial planning stages of the pilot in the spring and summer of 1973. Issues discussed include competencies for teachers; role descriptions of candidates, field advisors, co-workers, agency administrative personnel and college representatives; methods of integrating academic work and field work; and alternative approaches for training. Section III presents statements by two affiliated members pertaining to an analysis of the educational implications of CDA for the traditional 4-year university program. Section IV discusses the field advisor model for CDA training. A position paper on the CDA approach is followed by sections on beginning training, the training process, final assessment of the CDA trainees, and the various roles of the field advisor in the training and assessment process. Section V presents suggestions for future trainers and includes an analysis of common situations encountered during training, specific suggestions to prospective trainers, affiliation with a college or university, and staff concerns about future training. Sections VI and VII provide a participant perspective and three Head Start directors' points of view on the CDA pilot project. Finally, comments by outside professionals are incorporated in Section VIII. Relevant CDA lists and questionnaires are appended. (Author/CM)

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DOCUMENTATION REPORT

OF THE

CHILD DEVELOPMENT ASSOCIATE

PILOT PROJECT

AT

BEMIDJI STATE UNIVERSITY

JUNE 1976

presented to

CHILD DEVELOPMENT ASSOCIATE CONSORTIUM
OFFICE OF CHILD DEVELOPMENT
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
WASHINGTON, D. C.

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PREFACE

Just as the CDA Pilot at Bemidji State University involved many groups and many individuals, so it seemed that many persons, each writing from a different perspective, should contribute to the Documentation Report.* For this reason, although an attempt has been made to cover all of the topics on the official outline, the report has been organized basically around the contributing groups rather than around the "suggested topics."

Within the report, various sections provide routine data on program operation, descriptions of program delivery, and judgements, hopefully referenced, on program effectiveness. Each section of the report begins with "lead in comments" to ensure continuity with previous sections and to provide a brief introduction to the statements being made. Each section has been reproduced as submitted, and no attempt at "editing ideas" has taken place.

Two "distinguishing features" have been inherent throughout the Pilot and underlie much that is in the report. The first feature is the geographic/cultural setting that the Pilot is in. A hardy climate, miles of separation between candidates** a bi-cultural population (Chippewa Indian and Caucasian), and below average income for this rural area have all combined to shape the type of training delivered.

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* Thanks to Kathy Camara, the first Director of the Pilot, for suggesting this format.

** The term "candidate" at BSU refers to the CDA participant at any part of training.

The second feature pertains to the educational philosophy behind the teaching/learning process developed by the Pilot. From the beginning, the candidate was appreciated and respected as a person of worth, and the field advisor* was seen as a facilitator in a growth process ultimately in the hands of the candidate alone. From this philosophical basis an emphasis has developed on the quality of the "trainer-trainee" relationship, and stress has been placed on the effective personalizing of CDA training.

These two "distinguishing features" will surface often in the pages that follow, in various forms depending on the particular perspective of the contributor. Without these distinguishing features, however, the BSU Pilot would have been an entirely different operation.

Obviously, no matter how thorough the following account is, it will not tell the whole story of the Pilot at Bemidji State. Nor is it intended to. Supplementary information on the budget and aspects of the program are already on file in the form of quarterly reports with OCD. Discussions in the narratives of the three most recent quarterly reports, for instance, cover:

1. An evaluation by candidates of the CDA part of the HSST program for program year B. As the Pilot and HSST/CDA efforts were closely coordinated during this year, the information should be useful. (Summer Quarterly Report.)

2. A thorough discussion of the training role in the CDA Pilot and a statement on the importance of the training role in CDA generally. (Fall Quarterly Report.)

3. A brief examination of four matters of some importance in the continuing dialogue: objectivity and the trainer; the effect of the personality of the Consortium representative; what the local credential recipient can expect; three Associates after a year with the credential. (Winter Quarterly Report)

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* "Field advisor" is the term used at Bemidji for the field supervisor or CDA Trainer.

Some of these discussions have been tapped in part for the documentation report, but not in their entirety. So, supplementary information is available from these sources. Also, during the winter, OCD asked for information about candidates, ex-candidates and Associates on a lengthy survey form. Again, some of this information has been used in Section One of the Report, but the survey itself is with OCD.

One other note should be added on the various "programs" referred to in the report: The Child Development Training Program (CDTP) is located at Bemidji State University (BSU - formerly Bemidji State College). CDTP is an adjunct to the Division of Education and has as component programs the following: A Head Start Supplementary Training/Child Development Associate (HSST/CDA) Program; the Learning Package Program; and the Child Development Associate (CDA) Pilot Project. The initials in parentheses will be used in the report.

As the CDA Pilot comes to a close at the end of June, thirty-three credentialed Child Development Associates will have come through the program. Congratulations are due to these Associates and thanks also to the many persons who made those assessments, the CDA Pilot, and this report possible.

Dan Gartrell
Child Development Training Program
June 7, 1976

I. CHARACTERISTICS OF THE BSU PILOT

Lead in comments: Section I addresses characteristics of the Pilot relating to Program. Topics which are covered include: Geographic Setting, The Training Population, Program Response, Beginning the Pilot, Organizational Structure, Outside Communication, Recognition of the Credential, and Budget. The section was written by the present project director.

Geographic Setting

The northern half of Minnesota is woodlands in the east, beginning a rapid transition to the great plains approximately 40 miles west of Bemidji. The land in all but the western sections is only marginally suited to agriculture, so that other seasonal occupations - such as lumbering - must suffice for much of the income in the area. With the exception of iron mining in the east, industrial development, perhaps due to the remoteness and climate, has been slow in coming. Lakes and streams are plentiful throughout most of the area, and an appreciation of the outdoors by residents and visitors alike is characteristic.

Aside from pockets of prosperity, (where there is concentrated tourism, a college, mining, or agriculture) the income level of northern Minnesota is low - in many locales at or below poverty guidelines.

Small communities of 500 persons or less are sprinkled throughout northern Minnesota, with a few regional centers such as Grand Rapids, Bemidji and International Falls. Head Start centers are likely to fall in both large and

small communities, with day care centers located in the larger towns. A total of 40 preschool centers have had CDA candidates over the three years of the Pilot. Sixteen of these centers are in Chippewa Indian communities.

The Population in CDA Training

With few exceptions, the population participating in CDA training have been local "northern Minnesotans." Approximately 80% had either a General Equivalency Degree or high school diploma at the beginning of training. About the same percentage had some college coursework, for the most part early education courses through the Child Development Training Program before the Pilot. The 113 persons who have been CDA candidates have ranged in age between 19 and 63; all but three are female. Ninety-eight participants are or were staff members of Head Start Programs; fourteen of day care centers and one of a day nursery. About 38% of the participants are Native American, 62% Caucasian.

Virtually all CDA participants come from family situations where they are either a prime, or perhaps the sole, wage earner. The prevalence of seasonal occupations by husbands, and the number of single parent homes, has brought about this situation. Low income levels, family responsibilities, and long distances from university facilities have thus made the conventional on-campus route to a college degree a difficult if not impossible one for this group to follow.

Another problem besetting members of this group has been the relatively low pay, and consequent economic insecurity, surrounding employment as a paraprofessional in a Head Start or day care program. This has caused a high turnover rate among the child care population, and so a high attrition rate among CDA participants. Over the three years, of the 113 persons who

have become CDA candidates, forty-one have stopped training before assessment. Yet, in a study done for OCD this past winter, thirty-two of thirty-four responding said they stopped training for reasons not directly related to the training program. These persons either switched to non-teaching positions, or for personal or family reasons, resigned from the center. The attitudes of these "ex-candidates" toward CDA training would be interesting to determine. Although the sample is small, an indication of such attitudes is provided in another section of this report, on an opinion questionnaire responded to by Pilot participants.

On the other side of the attrition situation, of course, is the statistic that some seventy-two participants have continued with their training programs. Thirty-three of this number have undertaken final assessment, and all are now Associates. Nineteen of the original 27 Pilot candidates have earned the credential. One-third of the thirty-three Associates are American Indian. Many of the thirty-eight candidates still in training are expected to undertake assessment through the HSST/CDA program next year.

Program Response to Geographic and Population Considerations

The Learning Package Program: Bemidji State is the only institution in northern Minnesota with a comprehensive early childhood program. Thus, although CDTP has paid tuition for HSST students at area community colleges, the task of providing child development education for an off campus population has fallen to the University to provide. CDTP fully recognized this responsibility to preschool staff members in 1971. When Head Start "Leadership Development" funds became available at that time, the program held conferences bringing together HSST participants, Head Start supervisory staff, and Bemidji faculty members. The purpose of these sessions was to initiate

a new educational delivery system called the "learning package program."

The learning package program differed from prior HSST course offerings in several respects. First of all, the subject matter to be developed was to be responsive to the needs of child care personnel in their work. In addition, the format was to take into account the vast distances separating participants from each other and Bemidji. Finally, the format was to permit participants to work at their own rate, allowing those motivated to progress in degree programs more quickly than they otherwise could.

The system called for Bemidji in tructors to write "learning packages" in such areas as human relations, early childhood curriculum, self concept development, etc. These were presented at two or three day "institutes" attended by HSST participants from throughout the training area. Participants then took the packages back to their communities, where they completed them at work and home. To support participants in the completing of the "packaged courses" - and in many cases to evaluate the work - CDTP field staff made regular on-site visits to the centers, and sometimes the homes of participants. The learning package program now has some 38 study modules.

Designed to meet the needs of an off campus population working with young children, the learning package program offered three features which meshed smoothly with CDA training. First, the packages were competency based and largely adaptable to the CDA system. Second, the field coordination system, emphasizing a supportive relationship with the student, was a prototype for effective CDA field supervision. Third, the expanded decision making role of participants in the learning package program became a part of CDTP policy. Through such practices as participants selecting project field staff, positive field staff-candidate relations and high candidate confidence levels became good possibilities.

Beginning the Pilot Program *

Early in 1973, CDTP received a $68,000 grant as one of thirteen CDA Pilot Projects in the nation. During spring and summer of 1973, program emphasis was placed on planning an approach to training, and on developing and administrating a pre-assessment system designed to yield information useful to candidate in training. During that time, pre-assessment measures relating to self image, cognitive style, knowledge of early education practice, and candidate preference/need as to the original CDA competency statements were developed. (The measures are included in the report supplement.) These were given to and interpreted for the 27 participants from four Head Start agencies, two day care programs, and one day nursery who had volunteered to become the first CDA candidates.

Through an interview process involving these candidates in September of 1973, three CDA field advisors were selected. During fall quarter of that year, using material sent from the Consortium and their knowledge of local needs, the three field advisors with the Project Director developed the overall program that training at the BSU Pilot would follow. Basic parts of the system included the following:

1. A five "goal area" competency system with adaptations of the fifty-two "CDA competency statements." This system, "designed to meet training needs in northern Minnesota" paralleled and eventually phased into the evolving competency system of the Consortium. (See Supplement for a revised version of the Bemidji competency system.)

2. A training notebook or "portfolio" divided into section by competency divisions. The candidate was to assume responsibility for maintaining the portfolio. But with the candidate's permission, the field advisor could contribute. (In fact, all written records by the field advisor were to be made available to the candidate.) Field advisor write-ups, often included by the candidate in the portfolio, have proved to be a valuable learning tool. (See sample portfolio format in Supplement.)

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* For more on the early CDA period, see Section II by the initial Pilot Director.

3. Training built around the field advisor-candidate relationship. A priority set during the initial period and continued throughout the Pilot was that the field advisor needed to decide cooperatively with the candidate on the pace and process of training. Beginning with informal "participant observer" sessions in the center, the field advisor first had to build trust levels with the candidate before growth and the documentation of performance could be expected. (See statement on training in Section ; also statement in the Supplement.)

4. Weekly on-site sessions involving observation and one-to-one discussion were to be the basic training transaction. Video-taping, films, visits to other centers, group discussions were supplementary techniques used. Candidates could earn college credits through learning packages, workshops, and courses related to the CDA competency areas, registered for on the basis of need and interest. Although a "mobile resource unit" was tried, a stationary book/AV library was found to be more practical. Candidates could check out materials and equipment from this library at any time - either on their own or through a field advisor.

Training with the twenty-seven candidates began in early winter of 1973. At that time the Pilot candidates lived within a radius of about 100 miles of Bemidji. Field visits by three Pilot staff were from two to four hours each week with each candidate, not including driving time. While field advisor role and duties were relatively set from the beginning, the particular competencies used by the Pilot changed twice after the initial formulation. The first revision was later in program year A. The second was after the Consortium came out with the 13 functional areas. (At the request of candidates, the program adopted the Consortium competency system in the fall of 1975.)

After program year A, three other changes occurred which should be noted. First, the extensive battery of preassessments used at the beginning of the Pilot were made optional. The preassessment process became a) an observation or series of observations of the candidate by the field advisor, followed by an informal diagnostic interview; and b) a rating of the competency statements by the candidate on the basis of interest and perceived need. The preassessment process thus became more of a procedure for "getting into the program."

Second, during program year A, a relatively formal "exit procedure," overseen by a local assessment team was held for some candidates. The exit procedure was a kind of "official Pilot certification" that the candidate was ready for Consortium Assessment. In program years B and C, this procedure gave way to a simple decision made by the candidate (usually with field advisor) that the candidate "was ready."

Third, and most basic, program year A was a year of program development, with the Pilot set off from the HSST/CDA part of the program. In program years B and C, the Pilot and HSST/CDA efforts were consolidated in terms of services provided. During the last two years of the Pilot, the number of candidates more than doubled. The training area covered by the Pilot grew to some 40,000 square miles. Field advisors increased from one full time and two three-quarter time positions to five full time and one half time positions.

Organizational Structure

Advisory Council. Previously it was mentioned that candidates had a role in the selecting of program staff. This function was performed through a personnel sub-committee of the Northern Minnesota Child Development Advisory Council. In operation before the Pilot, the Council gradually came to assist with planning, hiring, evaluation and review for the CDA Pilot as well. During the first year of the Pilot, an attempt was made to initiate a separate council responsive to the CDA effort alone. The overlap in functions of the two groups, however, made a merger with the more established Advisory Council inevitable by the end of the first program year.

Staffing. It is interesting that only about half of the eleven field advisors who worked with the Pilot had direct previous experience in the early childhood field. Similarly, only about half had degrees beyond a

Bachelor's. The reason seems to be that in the hiring, candidates looked first to applicants who seemed able to relate well in one-to-one situations and who possessed certain human relations abilities. This is a far cry from the argument of some that field advisors should have particular academic qualifications. And it is a far cry from the argument of others that field advisors should all have Child Development Associate credentials. The effectiveness of this staffing arrangement will not be commented on here. The reader is referred instead to the section on training written by the field staff; to the section on the Pilot written by Associates; and to the opinion questionniare completed by ex-candidates, candidates, and Associates.

In each of the three years of the Pilot, the field advisors all took different geographical areas and were responsible to the candidates in their particular area. In program year A the longest on-site visit made each week involved a round trip of 160 miles, which could be accomplished in one day. By contrast, during one period of program year C, three field advisors were spending one night out of town each week, and a round trip might approach 400 miles. Throughout the Pilot, field advisors worked with twelve to fifteen candidates each, depending on the locale and staffing of target centers.

Besides all important secretary, student workers, and Minnesota CEP workers, the support staff for the Pilot included a full time Program Coordinator and half time Project Director. The Program Coordinator has taken care of all logistical matters faced by the Pilot, including record keeping, office management, liaison work between the University and candidates, and general administrative coordination. The Project Director has assumed overall responsibility for planning, implementation, and evaluation of the Pilot. An "institutional representative," from the Division of Education, not paid by CDTP, has assisted with the communication process between the University and the Program.

A comment should be made here about the turnover of Pilot staff. Four field advisors and the previous project director terminated employment before the end of the pilot period. Two field advisors resigned as an apparent result of dissatisfaction with the rigors of field advising. Two field advisors left reluctantly due to personal or family reasons not related to their positions. The Project Director accepted an opportunity to pursue doctoral study in the early education field on the west coast.

With the exception of one part time field advisor,all hired by the Program were not otherwise affiliated with the University. Although the field staff, Program Coordinator, and Project Director were given faculty contracts, their continuance at Bemidji State has been dependent on "outside" funding. With the close of the Pilot, all but the Project Director and secretary are now off contract. How many are rehired in September is contingent on contracts or grants received during the summer months.

Communication with the University

Perhaps because of the funding source, the population served, and the course delivery system, the Program has always been somewhat separated from conventional on-campus programs. This is not to say that CDTP has not received definite support from members of both the central administration and the administration of the Division of Education. Moreover, individual faculty from several divisions have long regarded the Program positively--many having written learning packages or taught CDTP courses and workshops. Yet, despite many accomplishments and improving relations, the CDA/CDTP effort is still regarded as something of a "foster child" by some at the University. For further comment on "articulation, conversion, and integration" refer to comments by the Program's Institutional Representative, Dr. John Yourd.

Communication within the Training Area

Early into the Pilot, the Program seemed to establish an operational "niche." The input of Program participants was accepted and encouraged. The place of the Program within the University was delineated. The role of the field advisor was identified. The functions of the field advisor within the preschool center were emerging. Training had taken on a concentrated, one-to-one nature; and the character of training combined with these other developments gave rise to a Pilot which tended to be a "self-contained" operation. This meant that persons directly involved with CDA--such as co-workers of candidates and contributing faculty--became quite familiar with the Program. But persons more on the fringe of things--some preschool administrators, public school personnel, uninvolved faculty--either were not well acquainted with CDA or in some cases harbored definite misconceptions.

Thoroughly concentrating on training, over the three years the staff perhaps did less to make CDA locally known and accepted than they might have. The staff did do things like explain CDA at various meetings and send out general news releases. But somehow the Bemidji CDA effort appears to have become better known "down state" and even out of state, than in northern Minnesota. At least during the last program year, perhaps the best sources of public relations within the training area have been the candidates and Associates themselves.

Recognition of the CDA Credential

At the state level, the Department of Welfare licensing standards for preschool and day care centers specify that the CDA credential is acceptable criteria for the lead teacher position. In 1977, moreover, if an Associate is the only person in a center meeting lead teacher requirements, then that person must be the lead teacher in order for the center to be licensed.

This is strong backing of the credential and is increasingly motivating for classroom personnel and preschool administrators alike to look toward CDA training and assessment.

As well, a general review of Department of Education nursery school certification regulations is currently underway. A state Head Start Task Force, along with other groups, is working for the acceptance of a bi-level certification system. Although a four year degree might be necessary for level "A" certification, the hope is that the CDA credential will entitle the recipient to level "B" certification as an "associate" or "group" teacher. Acceptance of such a multilevel certification system would mean that an Associate could be certified to be an associate teacher in a preschool program affiliated with a public school. A presentation of the bi-level certification system is in the Supplement.

At the local level, the vocational possibilities for the CDA in a Head Start or day care program are very much up to the particular program administrator. From the beginning of the Pilot, a large variation has existed in the perceived value of the credential. In one agency, a CDA not having a GED was promoted to lead teacher. In another, because an "aide" had the credential, a director for the first time did not hire a substitute when the degreed lead teacher took a short leave.

At this time, it is estimated that twenty-six CDTP Associates either were promoted to or got a firmer grasp on associate, lead teacher or director positions as a result of receiving the credential. On the other hand, seven Child Development Associates--in two Head Start Agencies--received no indication of possible advancement from their teacher aide positions. Although with time, state acceptance will cause some local opinions to soften, the prestige of having "degreed teachers" in an agency is still a factor that these seven

Associates must reckon with. For further comment on the reactions of three Head Start directors to the credential, see Section of the report.

Budget Overview

An attempt will not be made in this report to go into depth on all budget matters over the three year period. Quarterly financial reports, end of the year reports, and the Program Year A audit are all on file for this purpose. Rather, basic patterns of funding usage and accountability will be discussed for each of the three program years, plus extension of year C.

Program Year A:

1. Program year A from March 1973 through February 1974 was a year of planning and development. In order to ensure an adequate program foundation, the hiring of staff and full implementation were prolonged. Therefore, an estimated $26,188.23 of the grant amount of $67,706 remained unspent at the end of February, 1974.

2. Before the unspent monies could be incurred by the Pilot, an audit had to be completed for program year A. Due to State of Minnesota audit procedures, to which the CDTP was bound, a full year and one half delay was encountered in the undertaking of this audit. The audit was finally completed on January 21, 1976 after special permission was granted to the University for a private CPA firm to conduct the review. The audit is now on file with audit agencies in Chicago and Washington. Total liabilities and fund balance came to $26,646 less $700 auditing fee. No costs were questioned during this period.

Program Year B:

1. Beginning in program year B, the Pilot project and HSST/CDA programs were closely coordinated. Thus HSST/CDA monies were used where possible to pay

tuition costs for Head Start CDA candidates. Pilot monies, on the other hand, were used to pay salaries for field advisors working with Head Start CDA candidates, not originally in the Pilot. The number of candidates was able to be doubled by this arrangement. The number of field advisors was increased from a total of two and one half positions to five and one half positions.

2. A request was made to receive extension of carry over monies from program year A. Permission was granted pending completion of the program year A audit.

3. A total grant was given to the BSU Pilot of $156,000 for program year B, plus program year C.

4. The cumulative costs for program year B (before audit) were $73,008.43, leaving a balance of $82,991.57 for program year C.

Program Year C:

1. Eighty-seven candidates were in training at the beginning of program year C. Refinements in the Consortium competency system, the readiness of the Consortium to assess and credential, and the experience of the field staff combined to make this a year of very full program operation.

2. The balance of $82,991.57 was supplemented by $25,946 when the audit of program year A was completed. The $108,937.57 budget has allowed the Program an extension of services through June 30, 1976.

Program Extension:

1. The four month extension has permitted approximately twelve additional candidates to undertake assessment. It has allowed the field staff to orient the thirty-four candidates still in training to strategies for preparing for assessment with possibly less field supervision. The extension has enabled the Program to make adequate arrangements for the close out procedure.

II. CDA: Bemidji State University
THE EARLY STAGES OF DEVELOPMENT

Lead in Comments: Kathleen Camara was Project Director before the Pilot as well as during Program Years A and B and the first few months of Program Year C. Under her leadership, the program was planned and implemented--with the wholehearted support of CDA participants and many in the BSU community. Her report for Section II covers the initial "planning stages" of the Pilot in the spring and summer of 1973. An original statement unfortunately was lost in the mail. Thanks are due to Kathy for this "second rendition" which was typed and sent out despite a crowded schedule at Stanford.

The Planning Stages

An important consideration in the early stages of development of the CDA program at Bemidji was the need for active involvement of program participants, (e.g. candidates, directors, co-workers,) and key college representatives in the planning and implementation stages. In keeping with the "cooperative planning" tradition established in 1971 in the development of the Head Start Supplementary Training Learning Package Program, several CDA planning meetings were held to 1) introduce the concept of Child Development Associate training to interested persons in Head Start agencies and Day Care centers, and 2) to personalize and localize the national program effort in order to make it more relevant to the northern Minnesota population.

Visits were made to area programs and staff meetings were scheduled to discuss the "new" program, its history, and how the total CDA effort might

affect training and credentialling of teachers of young children. A larger planning meeting was held at Sugar Hills Resort in Minnesota in April of 1973 and was attended by Head Start and Day Care personnel, including potential CDA candidates, community representatives, and college representatives. This meeting focused on the issues of competencies for teachers; role-descriptions of candidates, field advisors, co-workers, agency administrative personnel and college representatives; methods of integrating academic work and field work; and alternative approaches for training. Each of these will be discussed in more detail.

Competencies for teachers: Small groups of candidates, agency staff members, and college representatives met to identify the competencies needed by teachers of young children; these were later compared with the list of competencies developed by the CDA Consortium. The final product resulted in a more detailed and more relevant interpretation of the CDAC competencies for northern Minnesota early childhood staffs, and in the addition of several other competencies thought to be important by candidates and participants. This meeting attempted to more clearly define teacher competencies and to personalize the program by addressing local needs and considerations.

Role-descriptions of candidates, field advisors, agency administrative personnel, and co-workers: The need for personal and professional support systems including college and agency staff persons was echoed in the responses of candidates. Candidates viewed the CDA program as a program for staff development, and expressed the need for positive recognition of participation in the program by agency personnel and directors. The role of the field advisor was also discussed; it was decided that CDA candidates and Advisory Council representatives would be involved in the interviewing and selection of field advisors for the project. It was decided that the position of field

advisor required a person possessing a combination of credentials and experience in the fields of early education/child development, and desirable personal and social skills in relating to adults of varied educational, economic and ethnic backgrounds.

Integration of academic work and field work and alternative approaches for training: Candidates discussed the need to relate coursework to their work with children and the need for options regarding the kinds and areas of training provided. Many of the candidates had participated in the HSST Learning Package program and expressed the need for including alternative approaches for training. It was thought that the field staff should personalize training to meet the expressed needs and interests of each candidate.

During the initial planning stages, the preassessment process had begun with the understanding that methods used were experimental and optional. The purpose of the preassessment was to determine some beginning points in order to develop an individual training plan based on the needs and interests of candidates. Preassessment instruments included various Q-sort techniques, classroom observation, and self-rating scales. One of the initial considerations in planning individual programs with candidates was the focus on adult styles of learning in order to allow adults in the program to participate in experiences which would be most suited to their own learning style. These experiences might include independent learning through reading or learning packages, group experiences through small group meetings and visitation to other programs, or one-to-one interaction through continual meetings with field advisors. It was hoped that this multi-method preassessment design would provide a greater base of information for determining beginning points for each candidate. Most of the early individual program planning was based on the self-reports of the needs and interests of the candidates.

This experimental preassessment system was later revised by candidates and field staff as the formalized preassessment procedure was de-emphasized and continual on-going assessment developed. However, the emphasis on the self-reporting of candidates has remained an important preassessment tool. Field staff and candidates have continued to cooperatively plan individual training programs based on the candidates' expressed needs and interests.

Selection of field advisors proved to be a difficult process. The combination of credentials, experience and personal-social skills, and financial resources of the project demanded persons of exceptional ability who would work for less than moderate reimbursement. Interviews were conducted throughout the summer and a field staff was finally selected by October of 1973. Since many of the centers were closed during the summer months, and various planning meetings continued, the delay in hiring field staff did not present serious problems.

Summary

Program implementation has been discussed in other parts of this report. In brief, it can be said that the general purposes of the planning stages were two: 1) to continue the cooperative approach to training, previously a part of the program, in the CDA Project; and 2) to lay a firm foundation for the operational stages. During the planning period, many questions about CDA could not even be adequately phrased, let alone answered! The Program did what was possible with the available information, making adjustments in approach and procedure as they proved necessary. In judging the overall success of the Pilot at Bemidji, the results during the two and one-half years of program implementation must speak for themselves.

III. STATEMENTS BY TWO DIVISION OF EDUCATION FACULTY

Lead in Comments: Dr. John Yourd has been affiliated with CDTP since the Program's beginning in 1968. For the past five years, he has been "institutional representative" to the CDA and HSST efforts. He writes here on "Working with Bemidji State University." Dr. Charles Austad, chairman of the Educational Psychology Department has been both a participant in and an observer of many training functions organized by the Program. His statement is an analysis of some educational implications of CDA for the traditional four year academic institution.

Working with Bemidji State University--Dr. John Yourd

Articulation: The BSU preliminary proposal for a CDA pilot project contained no provisions for University credit because it was to be a competency based effort and would be quite separate. However, on the advice of those close to the CDA Consortium staff, provisions for credit were included in the final draft. As soon as credit was offered that meant negotiations with University officials to gain sufficient approval of what we were doing to permit credit to be awarded.

Fortunately, the delivery system used in training people for CDA was initially an expansion and development of an alternative program already begun at BSU for the Head Start Supplementary Training Program. Consequently there was some built in articulation from previous commitments to that program. Essentially the pattern was a combination of workshop-learning package-weekly

field advisor follow-up for each component in the program. There were limitations, however:

1. Participants were required to be employed by Head Start, day care or private nursery school.
2. Credit was accepted as elective credit but less readily approved as fulfilling other requirements for graduation.
3. Generally all of the credit for learning package components would be awarded to regular run of students in or out of the University.

There has been one very helpful provision made for program participants. Persons in the program have been permitted to gain credit even if they did not meet the university entrance requirements. However, credits are held in escrow until such time as the requirements are met.

Despite these understandings (or perhaps because of them) there have been frequent complaints and outbursts of objections to providing university credit for various parts of the program. In fact, considerable energy had to be expended to put out the brush fires of academic discontent with a program that did not conform to usual practices and procedures.

Conversion: Regardless of the various objections there has developed a degree of acceptance of the program or at least tolerance of it. A few components are now considered satisfactory to meet certain university course requirements. Most learning packages are now written by regular university professors. There is even talk of including a brief description of the program in the college catalogue. "Brush fires" are less frequent. BSU central administration now supports the program consistently.

Integration: Until now there has been really no thought of bringing this program into the regular university offerings, but the potential for integration has increased because the person in charge of early childhood education in the university is retiring in August 1976. Already there is agreement that cooperation with the CDTP that operates CDA will be part of the understanding under which the new faculty person is employed.

CDA and the Four Year Education Institution--Dr. Charles Austad

Dan Gartrell, Director of the Bemidji State University CDA Project, asked me to "ret down" some thoughts about the implications of the instructional systems that have been developed in CDA for a traditional four year higher education institution. He requested that the remarks be informal and that they should be directed toward the nature of the instruction rather than the political aspects of implementing an innovative program.

I approach this task as somewhat of a challenge rather than a chore because I have been excited about the project, both as a participant and as an observer and have been continually impressed by its success. In reviewing the questionnaire used for the project evaluation for 1975-76, the outcomes were again extremely positive. This is not common for innovative programs.

The components of the BSU-CDA Project are not unique in themselves. Many institutions have tried competency based education, individualized learning packages, self-paced instruction and personalized attention to individual students. The success of this project lies in part upon the careful selection of field advisors and their commitments and concerns for the students with whom they have been working. The students themselves were involved in the selection and appointment of these instructors, as they have been given the primary responsibilities for the selection processes. Therefore, cultural and socio-economic biases of potential field advisors that were incongruent with those of the students had an early elimination.

The kinds of commitments that the instructors (field advisors) have shown in the project have been related to the needs of the students. The students have been mostly Native American and/or individuals with economic difficulties. They have been from rural areas and many of them have not

completed a formal high school education. So, there has been no room for higher education elitism and there has been a commitment from the faculty and the institution to begin with these students on these problems.

That means the field advisors travel rather than the students because the students have neither the money nor the transportation. Basic skills in reading, language and writing must be upgraded rather than denying admission to students with these problems. Cultural differences have not only been accepted but a capacity on the part of the staff has been present to interact with cultural differences. In short, some of the implications for four year institutions for adopting a successful program must be the willingness to involve students in the employment of staff who are sensitive to the needs of the people with whom they are working and have the resources both personally and financially to meet these needs.

A second aspect of the BSU-CDA success lies in the total environment of the program which seems to break the self-defeating circle so commonly seen among oppressed people. For example, the drop-out rate for Native American students in our area is more than 50% at best and the per capita income is one of the lowest in the United States. The CDA project provides an opportunity for individuals to begin to take control of their own lives through being paid for work as teacher aides, and to develop a positive self concept through success in college work. Furthermore, these people become models for the young children with whom they are working in early childhood programs. The CDA candidates also provide the cultural dignity for children from minority groups that no one else can bring as members of the white majority or as minority members who have left their culture to become educated. The lesson for institutions of higher education is to provide successful, educational experiences to special groups in their own setting so that their success becomes

a model and so that re-entry into one's culture after higher education is not a problem.

There are other obvious advantages of the BSU-CDA project such as learning about teaching while doing teaching. The teacher aides are performing important support functions for the degreed teacher while learning about teaching. The children in the early childhood centers received more individual attention as a result of the aides' presence. The candidate is earning money while becoming a teacher.

Some of the common criticisms of learning packages and individualized instruction can also be aimed at the BSU-CDA system of instruction. Some significant learning is missed from group discussion. Students can find ways of meeting competencies and find ways of getting work completed or materials for their notebooks, in an illigitimate fashion. The quality of the field advisor is essential in overcoming these handicaps. Also, the project has included workshops and seminars, as well as visits among the several centers to overcome the problems of individualized competency-based programs. Besides, the list of problems involved in the quality of "traditional" higher education programs would be considerably more extensive than the ones just mentioned or that could be added to those above.

One additional comment is required about the quality of the candidates completing programs such as the BSU-CDA project. The students entering the programs have been considered high risk, but, the outcomes of success so far outweigh the failures as to make complaints about financial investment in these individuals border on the ridiculous. The majority of candidates are bright enough to do the academic work and certainly more sensitive than anyone regarding the perils facing the children in early childhood programs.

The circle of oppression, of welfare, of poverty can certainly be partially broken through programs such as this. The rewards are financial, but, more important humanly positive. I encourage individuals and institutions of higher education to make the investment.

IV. CDA TRAINING:

THE FIELD ADVISOR MODEL

Lead in Comments: There seem to have been some general expectations that pilots develop training modules, independently administered checklists, and other self-contained devices which would expedite CDA training in the "cost-effective real world." From the beginning, however, the BSU Pilot has been unable to locate or devise an economical or educational substitute for a caring, dedicated trainer. Thus, the Pilot has conceived, implemented and refined a teaching/learning process which is essentially built around trainee-trainer relations and transactions, concentrated but responsive, over a period of time. In short, the chief training strategy to come out of the BSU Pilot is that CDA training needs to be "people oriented." Section IV of the report discusses the "field advisor model" for CDA training. To begin this section, a reprint of a position paper by the pilot staff of 1973 gives expression to the humanistic approach to training the Pilot was to take. The remainder of the section was written by the field staff of program year C and reflects their perspective. Topics include: Beginning Training, The Training Process, Final Assessment, and Roles of the Field Advisor.

1. One Approach to CDA Competencies: A Working Position Paper

There seems to be some justification for viewing the CDA competencies as statements of means even more than as statements of ends. Several lines of reasoning appear to lead to this conclusion, and in this paper we would like to discuss some of them. We would also like to suggest some implications of this notion.

First, psychologists from Freud to Rogers have emphasized the integrative character of the learning process, in its broadest sense. Mediating impulses and mores; balancing cognitive considerations with affective needs; harmonizing values with actions are basic "competencies" which all of us are working on. The subject and object of such development is the "whole individual"--and, significantly, not the mere possession of skills and information which may be separate from one's true sources of meaning.

From this perspective, it becomes clear that competencies in the area of early childhood education cannot be regarded as existing only in themselves. Rather they are stepping stones, or vehicles, if you will, which can enable the individual to further his total development. The large quantity of research on the inter-play of self concept and behavior would seem to bear out this notion that learning is more than the sum of its parts.

From a behavioral point of view as well, a case can be made for competency statements being seen as means. Psychologists have often documented that when a learner is confronted with too great a task, he may fail the task in order to remove himself from an uncomfortable situation. Eric Bernes, for one, has made note of this "strategy." To hold competencies too strongly as ends, then, could have opposite effects than those intended by the program. For this reason, too, it might be beneficial to regard competencies more as intermediate goals and reinforcers in an open system--ends which serve as means--than as lofty, fixed pinnacles on some unassailable mount.

Implications

In working with this orientation then, field staff might see themselves primarily as facilitators. Recognizing that psychological growth is in large part self-directed, staff would work cooperatively with individual trainees in virtually all aspects of the program. In such matters as supplementary

coursework, observation sessions and conference arrangements, classroom experiences, and even the evaluation process, the field person would attempt to work on a give and take basis with the trainee. At the beginning of the program, priority might well be given to establishing democratic working relations, even at the expense of some early program goals. In a program which can take up to two years for an individual, getting to know the people one is working with would seem fundamental.

Evaluation in this approach would be seen as a natural part of a dynamic growth process (facilitated through the advisor-trainee relationship). Written records of observation sessions would include comments of both trainee and advisor. Decisions to work on a particular competency, or to preclude the need for work, would be made jointly. Decisions on the attainment of competencies might be based not only on observed behavior, but also on the meaning of that behavior for the individual trainee. Honest communication would be essential for such decisions--a point again touching on the need for good working relations.

Because people are different and no two centers are likely to be identical, it is anticipated that criteria for competency attainment will vary. Although this situation presents problems, it may be unavoidable. If the CDA program is to prove viable, and to address what is really important, then evaluation procedures, like the rest of the program, must be truly personalized.

CDA Staff
Bemidji State College
Bemidji, Minnesota
October 10, 1973

2. The Training Process

The Selection Process. In selecting candidates during the last three years, no restriction has been made on the education qualifications needed to begin CDA training. Upon entry into the program, some candidates have been eligible to work toward four year degrees and some have had little college experience, if any. The background and work experience of entering trainees also have been varied; and no restrictions have been made on this basis either. In fact, since it was felt that CDA training is relevant to all classroom personnel, expressed interest, rather than specific qualifications, has been the chief selection criteria used by the program. Enrollment into CDA training has been done through each agency our program services. If there were available training slots or time for the field advisor to work with a candidate, they could enroll for CDA training. (The enrollment process has involved the candidate filling out an application form.) Because of the uncertainty of program funding for academic year '77, the number of training slots in program year C--especially for day care workers--has had to be restricted.

Orientation and Preassessment. Much orientation for prospective candidates was done through field advisors attending Head Start agency meetings, individual counseling, and small group interaction. Some of the candidates had attended introductory workshops prior to this fall. In addition to personal interaction, we provided written materials explaining the CDA program. New people interested in the program also have consulted credentialled CDAs and other candidates for further information.

When a person expresses an interest in the CDA program, the field advisor for that area arranges a time to meet to further explain the process of CDA training. This usually consists of a general description and discussion of the 13 functional areas and an informal observation of the candidate.

It should be noted here that we feel it is most important to begin to establish a rapport with each potential candidate before beginning the specifics of training. This means that a candidate's introduction and beginning involvement in the program often occur over an extended period. When the candidate and the field advisor both feel comfortable with the candidate's commitment to the training program, training is explained in detail. This includes detailed explanation and discussion of the 13 functional areas, the responsibilities of the candidate, the field advisor's responsibilities in training, the ongoing training process, and the assessment procedure. This discussion generates many questions by the candidate, and time is taken then to ensure that they understand the expectations.

The candidate for CDA training then completes a statement of priorities for training, which involves ranking the 13 functional areas in the order they would like to work on them. This statement and the field advisor's initial observation are discussed and summarized in writing; the information being used by the field advisor and candidate together to organize a training plan that fits the trainee's individual situation and needs.

Each situation depends upon the developing relationship between the CDA candidate and the field advisor, and it is important to realize that we try to respond to cues from the candidate in determining which steps to take and when. The length of time consumed by preassessment and training, and the order in which these introductory steps are taken varies from candidate to candidate, depending on this relationship. For example, with some candidates the preassessment ranking of the functional areas may take place well before formal observations are begun.

If it is the decision of the field advisor with the candidate, a more elaborate preassessment process, developed in program year A, can be utilized.

This preassessment procedure may include a form documenting past experience and academic background, self-assessment, interview, Q-sort of competencies, knowledge inventory, classroom observation, and other information relevant to planning a program. All materials used are flexible in their administration; tapes may be used, written responses, or perhaps initial appraisal may be completed through discussions with the field advisor. Whether formal or informal, the purpose of the preassessment has been to determine the beginning points for the candidate.

The Training Process. After the initial assessment process is completed (and this may be over a period of time), the candidate will then become involved in documenting and building competence in the thirteen functional areas developed by the Consortium. For particular competencies that a candidate may feel unsure about, several courses of action will be possible to build the competency. Some of these activities include:

Individual on-site conferences following observation by field advisor (This is usually done on a weekly basis.)
Independent study through learning packages
College courses--through extension or on campus
Two day cluster courses
Observing other teachers and other centers
On-site demonstrations
Interaction with other CDA candidates
Video-taping of one's own teaching
Attending workshops or professional meetings such as MnAEYC
Using materials from the CDTP resource library - books, movies, tapes, filmstrips, videotapes.

Credit is not as yet given at the university for straight competency based classroom performance. Thus, some of the above learning activities are available as university coursework and some not. Whether for credit or not, each of the learning opportunities is made available to candidates when the need is felt and expressed. The field advisor coordinates experiences with candidates--visits to other centers, learning packages, video-tapes,--as needed. While the opportunity is there for a great many credit hours to be

earned through CDA training, this depends on the specific activities which the candidate selects. Whatever the specific learning experiences, the overall training focuses on developing specific teaching skills and personal qualities and on gaining knowledge needed to work with children in center based preschool programs.

The learning packages. The learning package program at Bemidji State University has been developed by Head Start staff members, CDTP staff and college personnel, and state and local agency professionals in an attempt to provide competency based personalized college coursework for preschool personnel in northern Minnesota.

Description of a learning package. Each package contains both information and theory about its subject plus learning activities to be completed that ask the student to apply this knowledge in a practical situation.

Use of a learning package. When a new component of learning packages is developed, the component is introduced at a workshop attended by HSST/CDA students who wish to register for the packages. The packages themselves and required textbooks, tapes, filmstrips or other materials are then checked out to each participant, the work on packages to be completed in one's own work center.

Once a component is developed and credited through the appropriate department at BSU, the entire component or individual packages within it may be reoffered to groups or individuals. If several trainees in an agency wish to begin a particular learning package, then a workshop in their area may be set up with a CDTP field advisor to introduce the package. Packages are now used extensively on an individual basis as well.

While the learning package program was in operation before the Bemidji CDA Pilot began, the packages are easily related to building competency in various functional areas.

A CDA trainee may wish to have more background in the functional area Healthy, and so may select the individual package "Health in the Preschool." In addition to providing information, the trainee will plan and carry out at least five activities with children. The trainee might also choose to include these activities in his/her CDA portfolio.

Resource Library. A resource library is continually being developed and used by CDA candidates. Candidates have received lists of books, filmstrips, films and other materials available, and checkouts can be made either directly, by mail, or through field advisors. Two video tape recording units are also owned by the program and can be used in training by field advisors or by candidates themselves. Topics covered in the library include all aspects of early childhood education as well as care of the child in the home. For work in packages, non-CDA trainees may also use the library.

During program year A, the resource library took the form of a "mobile resource unit." Only one of the field advisors felt comfortable driving the "Winnebago with books," however, and time constraints made the full use of the van difficult. Moreover, the van was not well suited to the severe cold and icy roads of northern Minnesota winters. After a few months "trial" the program found a centralized resource library actually made materials more accessible to candidates. In a sense, perhaps, the staff became the "mobile resource unit."

Portfolio.

Format. Each candidate's portfolio should represent that individual's work with young children. The contents of a portfolio follow a general format, but the specific things included are the choice of the individual trainee.

Basic Forms. The CDTP staff has developed a few basic forms to be included in each candidate's portfolio. These include general preassessment,

a specific preassessment for each of the 13 functional areas, and a summary for each of the 13 functional areas.

Optional forms. Optional preassessments may be included in the portfolio. A candidate is given "CDA Think Through Sheets" to be used in documenting specific activities; however, the candidate may prefer to use her own form of lesson plans. "Situation Observation Forms" are also available to describe particular observations the candidate makes, but again the candidate may prefer to substitute a different form or use no form at all.

Other. Other things that may be included in the portfolio are:

Samples of children's art projects
Photographs
Letters or statements from parents, co-workers, the program director, course instructors, etc.

Development of Portfolio. Each candidate/field advisor team works cooperatively in developing that individual's portfolio. Depending on the readiness of the candidate, a portfolio might be started immediately or might be delayed.

The beginnings of a portfolio might be the collecting of information on the part of the field advisor, who is initially more familiar with what might be useful to save for the portfolio. Thus lesson plans, child evaluations, newsletters, etc. might be collected for use in documenting specific competencies when the trainee reaches that point. The field advisor might begin writing (and sharing) observations of the candidate's work to be put in the portfolio. However, if the candidate is initially uncomfortable with being observed "formally" this writing might begin later. Only those field advisor observations which the candidate selects are placed in the portfolio.

The candidate is encouraged to begin recording her activities with children and her observations, perhaps with suggestions at first from the

field advisor. It is important that the candidate experience success in this writing; thus the writing of any activity is encouraged at first, without concern as to where it might fit in the portfolio, etc.

When the candidate is familiar with what to collect and how to organize the portfolio, then two processes operate simultaneously. 1. The candidate selects a specific competency to concentrate on documenting, with supportive evidence from the field advisor and 2. the candidate and field advisor continue to document activity and collect material on a day to day basis, according to what is occurring in the classroom. Thus, while a portfolio is divided into 13 functional areas, for the sake of manageability, the candidate is encouraged to see the integration of the 13 functional areas by relating day to day occurrences in the classroom to each of several of the relevant competencies.

Observations.

Forms. One form of documenting a candidate's competence is through recorded observation. These observations are most frequently made by the candidate or the field advisor; however, they may include those of a lead teacher, education coordinator, etc.

A form developed and used by the CDTP staff includes space for observations strengths, progress made and suggestions for further development, and candidate's comments. (See Supplement) Observations may be open-ended using no form.

Use. A field advisor is almost always observing when in a classroom, and many things could be recorded during each visit. How the field advisor works varies from one person to another and varies with individual candidates.

Generally written observations are begun when the candidate seems to be comfortable with the documentation process.

The field advisor's first written observation focuses on the positive--recording some action on the part of the candidate that can be used to support competence in a particular area.

To be most effective as a learning tool, the written observation is often used as a means of initiating further discussion of a particular observed teaching practice. In the CDTP form, the space for "progress made and further suggestions for development" can reinforce in writing something that may have been discussed verbally. With time, the observations provide a continuing record of growth.

Completing training

The amount of time necessary to complete requirements for credentialling has varied from candidate to candidate. Skill and confidence at program entry, rate of growth toward proficiency, facility in documenting performance are all factors to be considered. Some candidates have prepared for assessment within a year's time. But the average time of 21 CDTP Associates in training has been over 21 months. Now that CDA is in its main phase of operations, this variability in length of training can probably be expected to continue. Besides intra-candidate factors, the expectations and thoroughness of the trainer will also affect training duration. For the last two years, the procedure for determining that a candidate is ready for assessment has been a decision, made by the candidate on a cooperative basis with the field advisor.

In conclusion, the Pilot project at Bemidji has come to see the importance of CDA as much in the learning experience as in the credentialling process. The project has given rise to a view of learning which is holistic

and personal. A main goal, then, has been to assist candidates in internalizing a means of personal assessment, so as to improve the quality of child development work even after the external pressures of training have ceased. During the past three years, the Bemidji CDA effort has developed and implemented a training/assessment system which hopefully can be utilized toward this end.

3. Final Assessment

Introduction. When the candidate in cooperation with the field advisor feels that the candidate is competent to work with preschool children, the candidate makes application to the CDA Consortium for assessment. The field advisor provides whatever assistance is needed in filling out the Consortium enrollment and application forms and in helping to make sure all the steps and prerequisites as set down by the Consortium are met.

As with any testing or evaluation procedure, this is generally a nervous time for the candidate. The field advisor tries to be as supportive as possible and reassure the candidate of his/her worth in the preschool classroom.

A group consisting of the candidate, the field advisor, a parent-community representative, and a representative from the CDA Consortium collect information about the candidate's work, make classroom observations of the candidate and come together to discuss and then vote on a candidate's competence. Should the "Local Assessment Team" decide that the candidate is competent (according to the guidelines of the CDA Consortium) and the Consortium decide that all of its procedures have been adequately followed, then the Consortium will issue the candidate the CDA credential, stipulating that this person is a competent professional in the field of early childhood care.

Following are field advisors' personal reactions to the final assessment process.

In the CDTP, becoming a CDA means to be involved in ongoing training over a period of time, working closely with a field advisor. Field advisors stress the importance of the training aspect of becoming a CDA, attempting to keep the final assessment itself in proper perspective as one more step to take in the larger training process.

Assessment of the candidate's competence has been ongoing throughout the training period, within the framework of a supportive and open teaching/communicating process between field advisor and candidate. As a result of the cooperative effort of building and documenting competence, the field advisor and candidate reach a level of agreement, or understanding, concerning the candidate's readiness for assessment. At the Local Assessment Team meeting then, both field advisor and candidate bring their individual perspectives of the candidate's growth over a period of time.

While initially a trainee may need more support and help from the trainer, as the trainee gains in self confidence he/she begins to assume more responsibility for aspects of training in moving towards final assessment.

I believe the increased independence and personal involvement of the candidate in the training process indicates strengthening of the candidate's self concept as a capable learner and teacher. This quality of self esteem is as essential as competent performance in teaching.

Thus, while the CDA credential is an important goal to work towards, this field advisor also sees the importance of the process in getting there. It is also my goal to help a candidate become personally interested in his/her own education and in furthering this desire to learn beyond the CDA credential.

Another advisor discusses <u>preparation for</u> and the <u>learning experience in</u> final assessment.

A. When it came to actually deciding with a candidate to go through assessment I found there was no general procedure that was used. Rather each candidate and each situation was unique, with varying needs. In general, I feel, it was a case of my feeling the candidate was competent and ready, but the candidate's feeling a little frightened and therefore hesitant. It then became a matter of the candidate's deciding for herself when she felt ready for assessment. In one case both the candidate and I felt more training would have been helpful to her, but she wanted to try going through assessment this spring anyway since the CDTP Pilot project was ending and a field advisor might not be available to her next year. (She was recommended for a CDA credential.)

While I feel the CDA portfolio can be a productive learning tool during a candidate's training (and would like it to be such) many of my trainees did not want to begin working on it until they were definitely planning for assessment. It then became more a means of preparing them for the actual day of assessment than a long-term learning tool. Gathering materials and preparing write-ups helped them clarify and solidify their feelings and approaches in reference to the 13 functional areas. In addition to this I wrote up a brief summary report of a candidate's growth and performance in each of the 13 areas, which were included in the portfolio. Other than these processes, there were no particular materials or procedures used in preparing for final assessment.

One recommendation to other trainers is to try to have a meeting with the Parent-Community rep at the time the packet of materials arrives. This can be a big help in familiarizing her/him with CDA in general and P-C rep responsibilities in specific. This is perhaps something the candidate could do, too, but I believe someone should help make sure the P-C rep is aware of CDA values and principles.

B. I believe strongly that CDA assessment should be a learning experience for the candidate, offering support, encouragement, and constructive suggestions. In most of the five assessments I've been through, this has been the case. Each time, I became more aware of the validity of the assessment design; i.e.,of a number of people from varying perspectives (instead of just one) taking part. Consortium reps and P-C reps offered unique and valid observations and recommendations that I had not become aware of. I was continuously reminded that I as one person even having spent the most time with the candidate, could not see everything there is to see, and therefore how valuable it is to have other input. I believe the candidates, too, were appreciative of the varying perspectives.

One aspect of the LAT meeting that I found difficult for myself, candidates and P-C reps was the taping of votes. In the majority of the assessments I helped with, it seemed to interfere with the general flow of the proceedings and the LAT members' sharing of individual perspectives. At times I felt members were more concerned with planning what they would say for the next taped vote than with listening and sharing. In talking with other field advisors, this seems to be a general opinion. In the future, unless there can be a better justification for the taping, we recommend that it be deleted from the LAT meeting procedure.

The Consortium rep is, in some ways, in a difficult position, coming in for one day and trying to base judgements of competence on just that one day. She/He thus must at some points rely on the three other LAT members to gain a wider perspective. I found all the Consortium reps I worked with to be cognizant of this limitation and willing to take other LAT members' comments into consideration. The Consortium reps' grasp of early childhood development principles, their outstanding observational abilities, and their attempts to put the candidate at ease made a valuable contribution to the

final assessment. Each assessment was for me, I know, a very definite learning experience.

As field advisors, one of the issues we feel important concerning both ongoing and final assessment is the position taken by the employing agency toward CDA training. The area I worked with as field advisor this year centered within one Head Start agency of eight centers. This particular agency provided a lot of support for personnel involved in CDA training and for me as their trainer. This support had quite an effect on the quality of training, through our working closely together, sharing perspectives and goals, and exchanging feedback. The quantity of training (i.e. number of people in training) was also affected by the agency's informal encouragement and more formal support in terms of offering a monetary raise to credentialled CDAs. Without the agency director's understanding of the CDA program and belief in competency based training, the number of trainees and credentialled CDAs would have been less and the training they received would not have been as productive.

I believe the CDA program as a whole was positively influenced by such agency support, which developed through contact with the CDTP Pilot program. Such contact and resulting "publicity" for CDA training will be difficult to develop now that Pilot programs will be greatly modified. Other means may now be called for, but I would like to stress the importance of the communication that Pilot programs have provided and the need to continue and possibly increase such communication and publicity.

The preceding statement illustrates support of the CDA candidate from beginning training through final credentialling on the part of this Head Start agency. While most others we work with have operated similarly, this

has not become general policy of all agencies employing CDA candidates. The following is a different situation.

Reaching the point of final assessment, going through this process, and being recommended for a credential by the LAT represents a real achievement for the new Child Development Associate. While this achievement in itself gives the Associate recognition and a sense of pride, it would also seem highly appropriate for the Head Start agency to recognize the CDA's achievement. This is not the practice in at least two Head Start agencies. With two Associates I know of, the LAT recommended them highly competent and ready for increased teaching responsibilities such as the lead teacher position. However, the particular agency has a policy of hiring only four year degreed teachers, whether or not they have early childhood training. This prevents a CDA from moving into lead teacher positions until they go on to obtain a four year degree as well.

It would seem that more widespread recognition of the CDA credential and the assessed competence it represents is called for at this time, in support of these CDAs whose employers do not provide monetary or position advancement at this time.

The CDA final assessment process serves three very essential purposes. The first is that it represents an intense learning experience for the four people involved in the LAT. Secondly, it represents award for a job well done in the field of child development programming. And finally it serves as a much needed form of public relations for quality early childhood programming. As a trainer I seek to make the final assessment all three of these things.

Very often child development workers are not aware that they are doing a good job with children. There is often a lack of formal training in theory

and little extra time to think about the whys while working with the children. Development of a portfolio demands that the teacher make time for verbalizing the theory and relating it to the practice. It requires a teacher to dissect and then integrate the entire early childhood program, justifying every moment and all actions.

At the LAT meeting the Consortium Representative brings a body of knowledge gained through observation of the candidate, the Parent-Community Representative brings feedback from the parents involved in the program, the trainer brings observations and information gathered over an extended period of contacts through training opportunities, and the very nervous candidate brings direct experiences with children. The sharing of information from four points of view sheds new significance to what goes on in the classroom. All people involved leave with richer insight into child development and humanness.

The voting process during final assessment serves the purpose of bringing focus to the process. By voting separately in each of the thirteen areas, attention is directed to all facets of the program. By voting again on overall competence, recognition is given that, while a teacher may need to seek more knowledge and help in improving on some of the fine points, the teacher does a good job with the children. This is the process that represents an award for a job well done. The teachers with whom I have been through assessment look at that CDA credential as the award for having done a good job and for knowing where they stand professionally.

The third thing that the final assessment process does is to focus attention on the people who do a good job in child development programming. The general public, the parents of children who are placed in various programs, are looking for signs that tell them if they are choosing the right

center. As the public learns how detailed and serious the CDA is, there will be an increasing understanding of quality early childhood programming.

To conclude the discussion of final assessment here is a field advisor's personal perspective of "the big day":

Where's the portfolio? Have you finished writing up your functional areas? Have I finished writing up my observation forms? Is the second copy of the notebook Xeroxed? Will the PC Rep collect the parent questionnaires? Will the candidate be nervous and clam up during the observation? Will there be enough children in school on the day of assessment? Will the CDA Representative be human and understanding? Will there be a blizzard on the day of assessment? Will the CDA Representative see the candidate at his/her best? Will your horse unplug your car and cause you to be late on the day of your assessment?? These are just some of many questions that run through the mind of a field advisor before and during an assessment.

After all the time and hard work the candidate has gone through the field advisor wants the assessment as much as the candidate to be worthwhile, rewarding and an enriching experience. The field advisor feels such a part of that person that we try in all possible ways to make the candidate feel at ease and relaxed. I know having gone through many assessments that I would find it hard to be in the candidate's position. But I feel the assessment is a growing experience for the candidate as well as the other members of the LAT. Each assessment has been unique for each candidate has his/her style of teaching that is successful for them. Most candidates do not see the assessment as an end but only a beginning to continue learning and gaining greater competence in working with young children.

I feel great pride and honor to be a part of the growing process with a candidate from beginning to end or finishing up a candidate for assessment. I would like to salute, applaud, and take off my hat to all of you (candidates) who have gone through CDA assessment or will be going through in the future. Thanks for letting me be a part of it.

4. Roles of the Field Advisor

Previously in the report, field advisor duties have been discussed from the context of training and assessment, and so to a certain extent, indirectly. Under this heading, some additional thoughts on the "roles of field advisors" not dealt with specifically in previous discussion will be mentioned.

The field advisor first establishes rapport with new candidates, creating the trust level necessary to allow for open communication and professional growth. When a working relationship has been begun, preassessment is undertaken, with instruments chosen by the field advisor. The field advisor and the candidate then formulate a training plan; and if necessary, the field advisor helps the candidate to get a portfolio system started. The field advisor suggests learning experiences, where necessary, to assist the building of competence. He/She keeps a running record of demonstrated competence, which the candidate can place in the portfolio. The field advisor may assist the candidate in activating the LAT and involving the parent-community representative in the assessment process. When the candidate indicates readiness, the field advisor follows the role prescribed for the trainer/assessor in the final assessment process.

The stance of the field advisor is supportive, while at the same time open, to allow for assessment which is as objective as possible. Although at times it may sound otherwise in this report, the field advisor must be aware of the need of the candidate to do for oneself as much as possible. The field advisor's role at Bemidji has been seen by the staff as basically facilitating. In program year C, some candidates have asked for more structure and more constructive criticism from field advisors at earlier points. This is a matter which the field advisors have had to address. At the same time, the regular visits and helping relationship with a field advisor have been much appreciated by candidates and probably have contributed to the successful completion of many training programs.

As has been mentioned, the field advisor serves as the intermediary between the CDA candidate and elements of the training program. In meetings throughout the year, the field advisor assists the candidate in enrolling in relevant classes; taking and completing learning packages (which tie in both with CDA competencies and academic programs); and documenting and building CDA competencies. In training, no two programs are the same; the needs and interests of a participant--as identified through conferences with the field advisor--make differing training programs necessary.

The consistently positive comment in self evaluation reports about the functions of the field advisor indicates the success we believe the field advisor system is having. Recommendations about general planning by candidates at the end of program year B were that there should be more such planning, especially at the beginning of the year. The staff has been cognizant of this need, and early contact with the candidates has been a priority this past fall. (To begin this process, agency planning sessions with members of all Head Start agencies were held during September.)

In program year B the Program Coordinator assisted field advisors with academic counseling by completing long term course planning forms with candidates. The Program Coordinator's role as liaison with Bemidji State in matters of credit requirements and long term course planning has definitely contributed to the quality of academic counseling the Pilot has been able to provide; and this role in turn has greatly assisted field advisors.

Working with Learning Packages

Field advisors have a very active role in the learning package program. First of all, they provide guidelines as to which packages or components a candidate might take. In offering new components and in reoffering a component, field advisors function as group facilitators for workshops. For packages which are taken individually by candidates, the field advisor provides orientation. Then during the regular visits made to each CDA candidate for classroom observation and discussion, the field advisor and candidate may also discuss work on a learning package. This opportunity to discuss progress regularly helps provide continued motivation, as well as assistance to the candidate. Candidates may bring to these sessions new ideas or a new perspective gained from the material which might stimulate much discussion that again relates back to one of the functional areas. This interaction between field advisor and candidate while in the process of learning and using new material is what makes the learning package system distinct from strictly coursework or independent study, without instructor contact; this interaction also helps make learning packages effective tools for learning.

Problems and Limitations Encountered

Field advisors have encountered, among others, the following problems

and limitations with the training process. The amount of time one is able to work with each candidate is somewhat a problem due to the distances involved. A lot of time that could be spent with a candidate is taken up by driving time. The candidate her/him self then has other responsibilities (teacher, wife/husband, mother/father, family, etc.) that also have to be taken into consideration. The candidate,already having made the commitment to the CDA program,must find time beyond other responsibilities for training, assembly of notebook, observations, etc.

Another limitation is that most agencies the CDTP services are located in rural communities and local resources (libraries, educational institutions, etc.) are often not readily available for the candidate's use. It then becomes a major role for the field advisor to help provide these resources for the candidate. At times this responsibility of overcoming the isolation factor in training almost "single handedly" has proven difficult to deal with.

We also ran into a problem in that there were more applications for CDA training than we could handle with the present number of personnel. We were able to serve most of the Head Start people who applied for training, but couldn't serve some day care people who applied. Also there were many Minnesota Concentrated Employment Program people working in Head Start programs that requested training but were ineligible because of lack of funds or because of eligibility mandates. A lack of training slots plus the fact that we couldn't guarantee getting a candidate through CDA training in one year meant that almost no new day care people entered training during this last year of our project.

There were many uncertainties for candidates while the CDA process was being developed. When will the credential be available? What value or validity will the credential hold? What will the credential mean as far as my

job is concerned? How long will training take? What commitments do I as a candidate have to make? These were just some of the uncertainties held by the candidates while the CDA process was being developed.

With CDA being a new project and field testing having to take place first, a lot of answers had to be delayed until knowledge could be obtained. When information was available, the Consortium was very willing to share information to help relieve the frustrations of the candidates as well as the Pilot programs.

V. SOME SUGGESTIONS AND CONSIDERATIONS FOR FUTURE TRAINERS

Lead in Comments: The BSU Pilot staff believes that others would not want to attempt to duplicate CDA training as it has been at Bemidji. Training personnel have differing geographic, cultural, educational, and economical factors which must be considered from the perspective of local settings. Yet, aspects of training at Bemidji might be worthy of review in the creating of new training efforts. This is the hope of the field staff in writing both the previous and present sections of the Documentation Report. Topics presented in Section V include an analysis of common situations encountered; specific suggestions to prospective trainers; affiliation with a college or university; and staff concerns about future training.

1. Common Situations

There is one thing that the staff of the Pilot sees as fundamental in successful CDA training and that is to keep the training personalized. Thus, underlying all aspects of training is the relationship between the field advisor and the candidate. It is important for the field advisor to know individual circumstances that affect a candidate's motivation and ability to participate in training, to be able to see work from the candidate's perspective as much as possible. It is important for the candidate to feel positive support from a field advisor, such that the candidate can view CDA training as a learning and growing process--not as a fail or succeed situation.

Every situation is different and there is no guaranteed master plan to successful training. However, some general situations seem to occur in a pattern, and the field advisors have tried to set down some of these. Our

hope is that these experiences and what we have learned from them might be helpful to others who find themselves in the training role. For ease in reading, the field advisors wrote up the following situations and recommendations in the first person singular; seven trainers collaborated in this effort. If a few comments seem repetitious it is because field advisors wrote independently from their own points of view.

Working with the new, inexperienced aide. Several persons who have begun CDA training with me have been at the same time beginning teacher aides who have had little if any previous experience in an early childhood center. I believe it is important for the trainer to recognize that the new teacher aide needs time to become familiar with her role and to begin establishing relationships with children and co-workers in her classroom before being able to concentrate on CDA training. While both new and experienced teacher aides need time to understand how the CDA training program works and what their responsibilities will be, perhaps the new teacher aide needs additional time so that he/she can gain classroom experience to which the competencies can be related.

The new candidate might be more self-conscious and less confident about his/her teaching than the experienced teacher aide. Thus it is important for the field advisor to be sensitive to the candidate's feelings about being observed in the classroom and about his/her abilities to document activities, etc. The field advisor might spend time during the first several visits just discussing the competency areas and how the daily activities the field advisor has observed are related to these competency areas. When the candidate understands how the process works, then she might select a competency area to concentrate on. At this point, the portfolio is begun, as described

in basic procedures,again accommodating the individual's own style of working.

Working with a candidate when personal circumstances interfere with training.

Often a candidate expresses a sincere desire to participate in CDA training and then finds he/she is limited in time and energy to give to training by personal circumstances. One person I work with has a very large family. This fall there have been several illnesses and a death in the family so this person asked to withdraw from training until she felt ready to concentrate on her work with children again. She told me that she would feel less guilty about her output (energy level with children, writing for CDA notebook, working on learning packages) if I simply did not observe her in the center for a while, but would just stop and visit occasionally when convenient. We plan to resume regular training when she is ready.

Other candidates are single parents who often have difficulty making arrangements to attend workshops or other activities away from home, even though they may wish to do so. This means that field-site interaction between field advisor and candidate may be the only practical means of training available to that person. In these situations where personal circumstances seem to interfere with a regular training schedule, I believe the attitude of the field advisor is important. As a field advisor, I could view these circumstances as insurmountable obstacles to training and could perhaps give up on meeting with a particular candidate altogether. I will admit to occasional frustration; but this frustration is aimed more at the circumstance than at the person. I do feel committed to the individuals I work with and thus am willing to work around the difficulties that arise when a candidate shows competence and potential and when the candidate still indicates a basic

desire to be in CDA training.

Working with a candidate when motivation seems low.

A major struggle I have as an advisor to and supporter of candidates, centers in the candidate's motivation to pursue and follow through with training. It is frustrating to find people speaking of interest and desire to be involved in training, yet very slowly and reluctantly working on learning packages, documenting performance for their portfolio, or generally following through on plans set for my next visit with them. Often there are personal circumstances arising that take a candidate's time and energy away from training, but sometimes such circumstances are not obvious, and it seems only reluctance is the reason.

The line separating encouragement and pressure for me is sometimes hazy. Whereas I do want to help them feel secure enough to try, also to help them view CDA training both personally and professionally, I'm very cautious about being pushy, forceful, or expecting too much. I find I would rather err in the direction of too little encouragement than too much, so as to frighten a candidate, also a point at which one can help too much, so as to assume too much responsibility for the candidate. It is important to me that a candidate's commitment be fully his/her own commitment and that she accept fully the personal responsibility that CDA training requires. Discovering how to help each individual candidate accept that commitment and responsibility is difficult. But there is encouragement in the idea that this forming of commitment is a developmental process that occurs over a period of time, even after a candidate has begun training.

There are possibly two factors contributing to this hesitancy to accept commitment to and responsibility for CDA training. One is the lack of self-confidence and low self-esteem of many candidates in my area. Many have not

yet, or have barely, finished high school and have a definite fear of anything related to "college," automatically assuming they are incapable. Much of my work involves helping candidates realize their capabilities and strengths, helping them develop the strength to take the risk of trying. Another factor involves the view of CDA training itself. It is often viewed more as the certificate itself, or something to acquire in order to keep or get a job, and not necessarily as an entire process of learning and growing. Thus, until the certificate is received, it is common to feel there is no accomplishment. In a society that stresses "product" so much, it is difficult to instill a value of "process," or step-by-step accomplishment.

As a final note on the motivational factor, there are a few people in CDA who are in training basically because their agency expects them to be. These people do only as much as they need to keep from being dropped from training. It can be very hard for a field advisor to decide whether to continue working with a candidate and trying to spark his/her interest so he/she gets further involved in training, or whether to drop the candidate and spend more time with a candidate who is more interested in training. Yet, many candidates who originally entered CDA because it was expected of them have really turned on to training. Many of them started working in a preschool setting because they needed a job; now these same people view themselves as having a vocation instead of just a job. They are proud of the fact that they have become and are becoming quality preschool care providers.

Office-Center Relations

One situation in which field advisors often find themselves involved is relations between individual preschool centers and the agencies responsible for their administration. Often the distance between centers and office dictate that they see each other infrequently. Generally the field advisors visit both places more frequently and this tends to make the field advisor an

obvious avenue of communication between the two locales.

This communications role has both good and bad aspects to it. Often there are disagreements between office and center and both sides maneuver for your support. To become involved in the intra-agency political squabbles can be dangerous; to take one side often means to alienate the other. A flair for diplomacy can be a great asset for a field advisor. To be supportive of each in their position and to try and make each thoroughly understand the reasoning and purpose of the other side can often lead to a settlement of the issue in question. It is very rewarding when the issue is resolved with your help,but it can be quite frustrating to see the problem go unsolved.

More often the communication link a field advisor provides is less precarious. Often the field advisor provides a more personal and convenient way to exchange information between the center and office and it can also save the agency mailing costs.

All field advisors in the BSU project have taken a sincere interest in the agencies with which they deal and make every effort to provide assistance to those agencies in any way possible. The role of communications facilitator is a good example of the way field advisors try to accomplish that goal.

The ineffective lead teacher - two perspectives.

A situation I have encountered more than once is that of finding a candidate who demonstrates more desirable preschool teaching qualities, in accordance with CDA competencies, than does the lead teacher.

In these situations, the teacher aide in CDA training has only her coworker to observe and learn from directly - the lead teacher is in effect, her teaching model. While it is true that some lead teachers are highly qualified teachers of young children, it is also true that some lead teachers lack experience or training to work effectively with young children. As a

field advisor, I find my job more challenging in those situations because it is difficult to explain competent performance. I might try to broaden the candidate's perspective about the teaching/learning process for young children by exploring further possibilities and alternatives, in relation to each of the competency areas.

Thus, if a lead teacher's "art" activities emphasize heavy use of coloring in dittoes, etc., and lack creativity, the candidate may need further experiences in the area of "creativity." In helping the candidate define and demonstrate creativity, we might directly discuss and compare art activities that allow or do not allow creativity; I might suggest or demonstrate alternatives myself; I might encourage the candidate to complete a learning package where she would be asked to plan creative activities, etc.

Growth and learning on the part of the candidate may result in his/her questioning some practices of the lead teacher. As an advocate for the candidate and CDA training process, I have found that it is desirable to try to include the lead teacher in the candidate's program in so far as possible by taking time to explain the CDA competency based program. I have occasionally found it necessary to intervene on the candidate's behalf, perhaps to request that a lead teacher allow the trainee to take a more active role in the classroom, perhaps to directly question a particular practice of the teacher's.

While I do not see my training role to be one of deliberately criticizing the performance of a lead teacher, I do feel a responsibility to help the candidate gain a broader perspective than she may otherwise be exposed to. In this regard, I believe a field advisor who is not from within the immediate setting can offer a different point of view to the candidate. Again, I emphasize the importance of the underlying supportive relationship between a field advisor and candidate so that both can discuss issues openly.

A second advisor talks about the "ineffective lead teacher":

Probably my biggest problem as the field advisor to a child care aide is trying to work around a poor lead teacher. It can be very hard to make an assistant teacher understand that even though a teacher has a four year degree and/or has been put in charge of a center, that in no way guarantees they will be providers of quality preschool education.

Some assistant teachers realize the lead teachers are ineffective preschool educators but then the problem becomes how does the field advisor constructively criticize the teacher's work when he/she is not there to defend him/her self. The teacher chooses not to be there him/her self as I have invited all the lead teachers whose centers I visit to help me in training the assistants. However, I still have guilt feelings when I find it necessary to criticize a teacher's procedures in trying to help the assistant understand a better way or alternative way of doing things when the teacher is not there to defend him/her self.

Some lead teachers are receptive to neither criticism nor suggestions. In some cases I feel that to criticize the teacher to her face might jeopardize my welcomness in her classroom - and if I'm not there I can in no way be of help to the assistant teacher.

Other lead teachers couldn't care less about what I might think or say about their teaching. However, they will not allow their assistant teachers to try out anything they are not familiar with or anything they do not personally approve of. It then becomes impossible for many candidates to try out and analyze the new ideas and activities they are learning about.

Some teachers do not wish to give up any of the authority they possess. They do not care about the growth of "paraprofessionals." The assistants are used to clean up after activities and to help discipline the children. In some centers those are the only roles allowed an assistant. Working around a lead teacher like this is one of the most difficult things trainers have to deal with.

Time factor.

Time is often a limiting factor in CDA training. I typically spend three to four hours with each candidate per week. All other field advisors try to spend this same amount of time with their candidates. Much of this time is spent on an individual basis in non-credited field experiences or in field experiences related to the completion of learning package coursework. The rest of the time is spent in informal group training: watching films, visiting other centers, engaging in group discussions, or in workshops with other CDA trainees. While I do whatever I can to facilitate a variety of training experiences, supplementary experiences are not always feasible. This need not jeopardize the quality of the field-site aspects of training; in fact, the importance of this contact is thus magnified.

Most of the centers I visit are great distances away from the BSU campus. The average distance to a center is probably about sixty miles, but with some centers located as far as 135 miles away. It is obvious that I spend a lot of time traveling. It has therefore become imperative that I schedule my trips in such a way as to allow maximum in-center time and minimum driving time. The large amount of driving is to be expected with training in a rural area and is something future trainers would do well to consider in their time planning.

Growth during the training process.

While it might be possible for a candidate to demonstrate appropriate behavior in relation to a particular competency without understanding the reasons for doing so, I believe that truly competent teaching is accompanied by personal involvement with understanding of the reasons for particular actions.

In my experience with several different candidates, a general pattern of growth seems to evolve that might be described as follows: At first the field

advisor might begin documentation for the portfolio, offer more direction for what the candidate could put in the portfolio to represent his/her competence, suggest specific training activities for the candidate, etc. Then, as the candidate gains in self confidence, she might begin to take more initiative in her training program - requesting materials that relate to competencies, writing up more activities for her portfolio, asking more questions about teaching practices. Then, as a candidate begins to see the reality of final assessment and credentialling and begins to view his/her own teaching with increased self assurance, the candidate seems to assume full responsibility for completing a training program. At this point, the field advisor might function more as a consultant or resource person to the candidate, than as "director" of the candidate's program.

There have been people who started slowly in training but eventually found it so worthwhile that field advisors found it a little difficult to provide enough new things for them to do.

There are other cases where personal circumstances made it almost impossible to find progress in a candidate's work; yet the fact that they weren't regressing was in itself a positive sign.

Many people who have completed training go on to look for further education elsewhere. It is a rewarding experience to feel that you have helped turn someone on to education.

There have been times when trainers have been frustrated by lead teachers who inhibit the growth of candidates. Their classrooms were often closed, authoritarian, uncreative places for preschool children. No growth was seen in the candidate simply because the teacher would not allow them to try anything on their own in the classroom. Then, for one reason or another, the lead teacher left; sometimes for good, sometimes only temporarily. When the candidate took over the whole classroom seemed to blossom. Classrooms

became open, creative, healthy, free places for young people to be. To have been a part of such an experience is indeed a terrific feeling.

One of the most important roles a field advisor plays is that of advocate for the candidate. To actively support a person and his/her efforts and not just be a giver of facts or an organizer of educational materials is one of the more important and rewarding aspects of the field advisors position. To deal with people on their own level and try and assist them in a as many ways as possible is an important function in any people related job, and is especially important in this one.

Many of the candidates who have participated in the BSU project have become noticeably more confident, self-assured, positive people; their feelings of self worth have multiplied, and their ability to deal with others, including preschool youngsters, has increased. To be a part of a program where people learn to help themselves and to feel better about themselves is as great a reward as any job could provide. Several field advisors have seen candidates grow from a new aide with no early childhood background to a degreed, CDA credentialled professional. Many of the candidates who have been assessed as competent far outshine many of their degreed counterparts as quality providers of preschool child care.

Thoughts on the Credential

One problem of the CDA credentialling process is that it tends to provide the same type of motivation as that offered by conventional education institutions. The motivational reward we offer to our candidates is a piece of paper (the CDA) much the same as the rewards offered by other institutions such as colleges, trade schools, etc. One important thing is that our reward is much more accessible than the others; in some cases it is the only educational reward our people have any hope of getting. It is based on an

innovative education concept - that of demonstrated competencies. These factors make it an innovative and extremely valuable certificate. Yet it provides motivation only to those people who feel that such licensing and certification are worthwhile.

The field advisors work with agencies which often hire some of the low income parents of children in the classroom to be teacher aides. In many cases, members of this population have been unable or unwilling to respond to the degree, license, certificate type of reward. That does not necessarily mean these people are not interested in bettering themselves or becoming better providers of preschool care. The training aspect of CDA has provided motivation and direction to many of these people that the credentialling process would never have affected.

For a good portion of our candidates the certificate is an added bonus - something they are very glad to get; but it was not their main reason for entering CDA. Their main reason was to get the training that would make them better teachers. There are a few candidates who are purposefully putting off assessment because they know they will no longer be eligible for training once they have been assessed as competent.

Another problem has been in motivating people who feel that licensing and credentialling is worthwhile but who are concerned with how well the CDA credential itself will be regarded. We have been fortunate in Minnesota in that our Department of Public Welfare (the licensor of day care centers in this state) has accepted the CDA credential as one option for meeting the requirements of lead teacher. Even with this, many people openly question how worthwhile this credential will be.

The field advisors have always communicated to people their feelings that the credential will continue to increase in value as quality child care

providers are put into the field who have the CDA. It therefore becomes imperative to make sure those getting the CDA credential are quality day care providers. If there is no assurance of quality of trainers, the likelihood of upholding the quality of the credential lessens.

2. Specific Suggestions

So far in this section common situations which BSU Pilot field advisors encountered have been analyzed. There are some more specific factors though which have been found important in the Pilot training effort and which hopefully may benefit some trainers in the future.

The trainer should be thoroughly familiar with CDA principles and processes. An understanding of the six competency areas and thirteen functional areas is essential. Moreover, since the final assessment will be made within the framework of competency and functional areas it is helpful if the candidate and trainer have been using these areas as a basis for training.

Knowledge of how to enroll a candidate with the CDA Consortium and how to apply for assessment is also important. If the trainer is familiar enough with the assessment process to be able to explain the roles of each LAT member to the candidate and the Parent-Community Representative, it would be a big plus, even though those roles are explained in the Consortium LAT Handbook. We feel that the more experience a trainer has with assessment procedures, the less threatening that process will be to him/her and vicariously to the candidate and P-C Rep; and the less threatening the situation the more representative the assessment will be of the candidate's normal performance.

It is imperative that a trainer have a good knowledge of preschool education and early childhood development. This is not to imply that a master's or bachelor's degree is required, nor some special early childhood certification;

but having a good background in early childhood education and development from some source is important. Also, having the human relations skills to be able to communicate this knowledge to the candidate is of primary importance--something we have been stressing throughout this report.

One thing I have found to be invaluable in my efforts at training has been being able to talk to other trainers. Exchanging information and techniques and just getting moral support has helped me become much more relaxed and confident and, I believe, helped make me a better trainer. While the accessibility to other trainers was due to the fact that I worked with several others as a part of an organized program, I believe it would be well worth extra effort to identify and contact these people even if we weren't working together. Discussing problems and possible solutions plus the sharing of resources makes a trainer's job a lot more positive and reinforcing; working as a part of a cooperative team is much easier than working on one's own.

I realize that future trainers will likely not be working out of the same office and accessibility to other trainers will be more difficult. However, I would encourage them to find and talk with other trainers; I think they will find their efforts well rewarded.

Something else important to a trainer is to be aware of and have access to a variety of training resources. Training in a rural setting oftentimes makes candidate access to a variety of resources impossible. It then becomes the responsibility of the trainer to help candidates identify and utilize those resources which are available.

Training resources can generally be broken into two groups: community resources and training materials. Some community resources are generally available even in the most remote rural areas; to identify and find out how to best utilize them can take a lot of time and effort. However, this is a must if the trainer is to help the trainee learn how to use these local resources.

It can sometimes be even more difficult to locate good training materials for a student. One of the greatest assets of being linked with an organized training program has been the variety of materials I have had access to. If a new trainer can find a resource that can supply him/her with good materials, such as a college, trade school, or good child development library it will make the job of training easier and perhaps better.

3. Affiliation with an Institute of Higher Education

For a number of reasons, it is helpful for CDA trainers to be affiliated with some institute of higher education. Coupling college and credits to the training involved with preparation for a CDA assessment fosters acceptance of the CDA by college degreed teachers. It also allows the candidate to actively pursue a degree while being involved in a competency based program, where the candidate might feel he/she would have to choose between the two goals if they could not be linked together through credits.

The avilability of all the resources of a college or university can not be underestimated for quality CDA training. The library and audio-visual aids available are just a beginning. We at the Bemidji Pilot have been quite fortunate in being able to call on faculty in the sociology, psychology, education, physical education, art and music departments for consultation, package writing, and workshop presentations. These people have become familiar with the kinds of things that are important for early childhood people to know an have made increasing efforts to make on-campus courses meet the needs of early childhood workers, too.

By enjoying full faculty status with the college, trainers are able to attain acceptable salaries and benefits which may not be as easily attainable through private agencies. Further, the time required for CDA training demands full attention by a trainer making it difficult to do on a free-time basis.

4. Concerns about Future CDA Training

As the CDA Program proceeds into the main phase of operations, the Program is approaching a major philosophic and programmatic crossroads. Separated in administration from the beginning, the training and assessment ends of the effort--supposedly unified in a competency based program--are now being given quite different priorities by various involved parties. To illustrate this dichotomy, some persons are holding that the inherent worth of CDA lies primarily in the competencies and LAT assessment system. These persons seem to be saying that training is thus to occupy a secondary position, to be carried on by volunteers with little orientation and, increasingly, without institutional link-ups. From this perspective, the purpose of the program is to provide basically a gate-keeping function: to separate out and credential the "natural" child development worker.

The other position holds that the chief value of CDA lies in the personal development which the candidate goes through as a result of training. In this view, the credentialling function is recognized, but the lasting benefits are seen to come more from the training before and the continued learning after formal assessment and credentialling. These persons believe that care must be taken in the orientation and preparation of trainers, just as is done with Consortium representatives. Failure to do so, they contend, will eventually undermine the worth and credibility of the Program.

In practical terms, this dilemma comes down to a basic question: where to put the available resources to benefit the national program and child care. As a Pilot project since 1973, the staff has definite ideas on this matter. Our purpose in making this particular statement is to request that in the weighing of facts and in the setting of future policies, the role of training be given attention which is both more visible and more systematic than at present. Remarks in the remainder of the section will address possible points

of reference as further consideration is given to what effective CDA training really is.

In the Bemidji Pilot, as in others, the professional nature of the CDA credential has been taken quite seriously. If paraprofessionals were to become true professionals in the field of child development, then they needed more than the discrete skills and practices which are the outward signs of the professional role. The individual had to bring to that role a self-acceptance and an understanding of the competencies which transcended "performance," in the "theatrical" sense of the word. For the candidate conditioned by the usual social and vocational expectations associated with the paraprofessional role, an intensive, personal developmental process was thus necessitated. For the vast majority of our candidates--including "natural CDAs"--this meant that the trainer had to be a very special person.

From the beginning of the Pilot, the staff rejected the notion that training could be provided by traditional classes with appendage "field visits"--one per student--to check on the development of competence. Over time, the field staff also seemed to rely less on our course-oriented packages as training tools in themselves. What has remained as the essential ingredient in the training role--irrespective of methodology--is the individual's capacity to function as part counselor and part educator for the candidate. In this regard, the central task has become to balance an emphasis on acceptable preschool practice with an effort to increase the candidate's understanding about the rationale behind acceptable practice. Too much of the former could lead to the "parroting" of "competent behaviors" and to an absence of real understanding about them. Too much of the latter would amount to a relapse into the conventional practices of institutionalized teacher-education, which have tended to work against the needs and situation of the population of child care workers.

In performing the training role, the staff person thus has had to show sensitivity both to the candidate's work situation and personal style of learning. Common problems have been what might be expected: a few uncooperative lead teachers; the occasional feeling by a candidate (sometimes justified) that "improvement" is not necessary; and anxieties (more so in some than others) about being observed and about documenting competence. In our area, however, perhaps the most enduring problem has been for the candidate to come to a point where she can accept her ability and see herself as a professional in her work with young children. For many candidates, in the face of years of contradicting experiences, this step toward self-affirmation has proven to be a difficult one. These circumstances may account for the reluctance of some candidates, who the staff believes are "natural Associates," to apply for final assessment.

The point of the preceding discussion is that effective CDA training seems to be a difficult process, perhaps more difficult than is commonly understood. It is for this reason that we must question the present direction that policies toward training seem to be taking. One such favored idea, at this point, is that CDAs, without supplemental experience, can perform satisfactorily as trainers, voluntary or otherwise. Although more information is needed on this matter, my hunch is that most CDAs will feel that this is an over-extension of their qualificiations. As one small bit of data, perhaps the eight Associates in the Bemidji area felt this way last September, when they were invited to apply for a vacant trainer's position: Three expressed interest, but only one person applied. She likely would have been offered the position, but decided in the end, to continue as an assistant teacher in her center, and to complete her four year degree. To borrow a rule of thumb familiar in CDA circles,we would feel comfortable about only one or two of the eight Associates

serving as trainers for "my niece," if no further orientation/support system were available to them.

This is not to deny that there are some "natural" trainers--CDAs, BSs, PhDs--who could perform satisfactorily after only a reading of the "role information." But our belief is that most trainers, whatever their credentials, will need an orientation and support system behind them to fulfill the potential of the role. And so much in CDA depends upon effective training! In this section just a few of the contributions that the trainer can make to the personal, professional, and educational development of the candidate have been suggested. Besides these, there is a completely different side to the question of CDA training: the matter of how certification and licensing bodies outside of the Program perceive who trainers are, how they are prepared, what training is provided, etc. This is an area, again,where some "ready answers" are being given, but where more study and policy review may be needed.

In conclusion, we would like to reiterate the need to postpone major decisions on CDA. We would like to urge that CDA training be given a higher priority. In this connection, the statement has attempted to provide some points of reference for weighing the data. These comments are the result of our three years' experience as a training project. They are an expression of the staff's concern that as CDA proceeds into the main phase of operations, the quality of education that we, and other pilots, have attempted to build into the Program be supported and sustained.

VI. THE CDA PILOT:

FROM THE PARTICIPANTS' POINT OF VIEW

Lead in Comments: Up to this point, the report has been taken up with a recounting of the Pilot by past and present Pilot staff and representatives of BSU. This section provides a "participant perspective," that of candidates and Associates involved in the project.

About a month ago eleven candidates/Associates agreed to contribute statements about the CDA Pilot. Either individually or in small groups, the participants decided to write about several parts of training, assessment and credentialling which had special meaning for them. The following statements reflect the views of participants who are candidates and Associates, American Indians and Caucasians, Day Care and Head Start staff members.

> Note: For additional information on how candidates, ex-candidates, and Associates reacted to participation in the Pilot, refer to the Opinion Questionnaire on the CDA Pilot at Bemidji in the Appendix to this report.

The following candidates/Associates contributed to this section:

Kathy Albrecht	Vera Grondin
Dolores Bretti	Dorothy Hanson
Nellie Cameron	Ella Kingbird
Julie Card	Charlotte Kozar
Mary Dahl	Patty Lamon
(Jodi) Mabel Gates	

1. CDA Pilot Report: A CDA Trainee Comments

When I became the teacher aide for the Head Start that I work with, I had never heard of the CDA program and I was mainly just glad to be working at a job like this that I really liked; that is working with children. Shortly after I began working I was told about the existence of a college credited training program and I was interested to find out more. I had been working

less than a month when the CDA field advisor for our area came to our center and explained the CDA program to me. She then gave me some time to consider if I wanted to participate and if so where I might want to begin. Well, I was very excited over this newfound opportunity and when she returned the next week, I told her of my decision to begin the CDA program. We then talked about how I would start, how far I would like to go in the program and what goals I would like to work up to.

I decided first to work for my CDA certificate and from there to go on with my career development and work for a four year teaching degree. Before I learned of the CDA program I had given up on my hopes for a college education.

I have been working in the CDA program now for a year and a half and I have found it to be a very rewarding experience in my career development as well as my personal development. It has encouraged me in very many ways and thus given me confidence in myself to go on with my educational goals. I have found CDA to be an excellent program

I guess I think that the CDA program could help nearly anyone search for and find their own personal educational goals. It is set up to encourage each individual to find out what their own choices might be for their own needs, and the program helps you develop your own goals when you are ready to take them on.

2. A Pilot Associate Recollects:

1973-Apply for a CDA Credential? What's a CDA? - oh - ...People from Washington, D.C.? ... oh my God - all in my classroom? Sure... why not ... when do we start ... a meeting with all 10 of us ... we have to wait for directives from Bemidji ... It's pretty complicated? Look at that box full of papers ... 3 for each question ... two white and one green ... what are the gold ones for? Get the 3 hole paper punch ... somebody set it

wrong and all my holes are crooked ... just force them in - they won't fit in one notebook! God, I'll never finish this ... Let's see, I hope I remember the explanation - no writing on this page, detail on this page and detailed detail on this page ... I have to take this test and time it .., interesting questions ... Am I a 5 or a 4 or just a 3 on this one - hmmm? I did it in pen - should have used pencil - I'll just scratch it out to change it ... Have to have my director sign it ... he's not in again - I'll just leave it on his desk ... Now to get down to answering all these questions. I'll put it on tape ... I sound awful on tape - better write it ... many days and I still haven't answered all in the way I want to - set it aside for a while. Start observing children and writing down according to all those areas ... I keep forgetting to write it down. My field advisor keeps asking how I'm doing - just fine.

1974-I wrote a little more - took some pictures with all the areas in mind ... started a scrapbook ... How am I going to fit all these papers into one notebook? I'll come to that when I fill it up! Did you see that filled book? It looks like a stuffed mattress ready to explode. Ever try taking one paper out to switch it to a different place? Ask me - it took me hours one by one to reinsert those bloody crooked holed papers back in the rings ... New directives - they're changing the format? I'm not doing one more thing until it's all straightened out. What's new in CDA? They want us to write a letter so they'll certify the credential - after all this work you bet I'll write a letter.

1975-Pilot people are going to be assessed? After school is out? ... sounds like the government knows what it's all about - Glad I'm not in that assessment because I'm not done with my portfolio, although I do feel like I'm ready for the classroom observation.

I would like to meet with the ones who were assessed to ask questions ... a secret? ... what's to be so secret about? Sounds like a ritual ... Oh, well, got to do this on my own so I'd better do it the way I feel it has to be done - good thing I took that night school class and found out what was necessary for the 13 areas.

1976-I'm finally sending in all the papers - my parents aren't sending back their questionnaires and postage has gone up 3¢ since they received the self-addressed stamped envelope - wonder what the post office will do about that? - a delay of one month. A phone call for me at the Holiday Inn during a workshop ... February? ... You bet I'm ready! It's finally going to be my turn - It's a reality!

3. Developing the Portfolio

The development of the portfolio is highly individualized, and the candidate determines which of the thirteen functional areas she/he would be most comfortable to begin work in.

Through observation by field advisors, and the preassessment summary form, the starting point of the candidate is set, and the progression from that point is documented in the portfolio.

The candidate works through each functional area at her/his own pace with the aid of her field advisor, and fellow staff. It is necessary for the candidate to receive positive reinforcement from field advisor and fellow staff in order to progress to the point of final assessment.

Because this is a highly individualized competency based program no two portfolios are alike as each candidate develops her philosophy and goals with the guidance of her field advisor. She/He attends workshops, college classes, does learning packages, and reads books that all pertain to the development her philosophy in the portfolio. As each candidate has a different starting

point not all candidates take the same workshop or class. It is necessary for the growth of the candidate to have a close and personal working relationship with their field advisor.

The most valuable and rewarding area in the training and assessment is documentation of training, experiences, and knowledge that reflect individual growth. The portfolio is written proof that the candidate is competent, by own written record and written observations of field advisor and other persons.

The uniqueness of the CDA Program is that most candidates feel that the final assessment is not the end but a plateau to a higher goal, and the desire to gain more knowledge in working with young children.

In summary,the portfolio plays an important part of the CDA training but its validity relies on a close relationship between candidate and trained field advisor with the opportunity of meeting fairly often, ideally on a weekly basis.

4. Feedback from Parents and Consortium Reps. during LAT Meeting.

When a candidate is working closely with a field advisor a close relationship is developed. A field advisor helps a candidate to grow in a step by step process to the point at which each feels that the candidate is ready to go through the assessment. Within the assessment process the feedback that comes to the candidate at the LAT meeting from the community representative and the consortium representative is viewed as being objective view points. Input from the parents is of value to the candidate so she or he may know how you are seen as a teacher in the classroom with their children and as a peer. The consortium rep. is viewed as a professional who will give the candidate input that will substantiate the competence in each of the thirteen

areas, or that will give areas of need a candidate has. The information from each of the LAT members at the meeting is highly valued by the candidate as to the effectiveness as a teacher in the early childhood classroom setting.

5. Co-Workers and CDA Training: 3 reactions

A. It is impossible to go through the CDA training program without affecting other staff. In the second center I worked in,the lead teacher was completely involved and we grew together. She has stated that she learned as much as I in the process of preparing for assessment.

B. To make an assessment a happy occasion, you need the full cooperation of the school you are working in. At our center the lead teacher let us plan our own lessons and our own co-workers helped us in every way they could. They gave suggestions, helped us set up learning centers and were there when we needed help. If you don't have the cooperation of everyone in your center it could be a disaster. We feel when there isn't strain between the staff, the mood of the children can feel this.

C. There are times when the staff is resentful of the time away from the center for workshops. Some are enthused and some not. Some are very helpful - some are not. In our center the turn-over of help is so much that I can't really say what effect it will have if I get to complete the CDA.

6. Reaction to My CDA Training from Others

Since I was in CDA training for 2 years, it did not seem to affect my family relations because I took the training very slowly and it was not a hurried process. I did things at my own pace and I feel I've learned very much.

Where it has affected me is in the community. People seem to have more respect. I've been approached by different people to run for different political positions, but that's not my bag.

I believe as a result of my CDA training, my husband is interested in taking classes. He has taken one class and plans to continue in the fall. Also my boys are already planning what career they want to pursue when it comes time. Whereas I did not give it a thought until I was about to graduate from high school.

7. Most Satisfying Educational Experience

Previous to entering the CDA program, being the sole support of three children, then ages 3,4, and 6, I had no hope of continuing my education. Even if I had had the finances I would not have realized that early childhood education was the field for me.

The CDA program not only gave me an opportunity for learning, but also a chance to discover my own interest and capability through actual experience in the classroom.

My experience as a CDA candidate has provided a foundation for my work towards a BA in preschool and Elementary Education. Now that I am a CDA, I feel this experience will prove to be the most valuable portion of my total education in this field.

I think the CDA program would be of help to anyone planning on Education as a career. This program would help them by actual experience in working with children to determine if they actually have chosen the right career.

Having each competency area to examine would help them to discover area where growth is most needed and give opportunities for new ideas and growth in all areas.

Personally, I hope that the CDA program or one similar will become a part of the educational requirements for all who wish to become teachers. In my opinion, it is the most satisfying educational experience I have ever encountered. I consider myself very fortunate to have taken part in this program.

8. CDA Should be Supported*

Don't stop a worthwhile program. It's like dangling a carrot in front of the horse - if there aren't a lot of CDAs it won't mean anything to the employer. The government and educational institutions should be given a good public relations boost and NOW! The people who worked on the CDA are sincere and dedicated and should be recognized without prejudice as not having that Bachelor degree, so therefore not competent--which is what some "degreed" staff do. Start with BSU staff to instill in its future teacher-students.

* This statement taken from CDA opinion questionnaire. (See Appendix) Added at participants' request.

VII. CDA--FROM THE PERSPECTIVE OF THREE HEAD START DIRECTORS

Lead in Comments: The three Head Start Directors writing in this section all had candidates who began in the Pilot in 1973. It is not coincidental that the three agencies represented now have 18 Associates among them. Director support of career development in general and the CDA concept in particular has made a noticeable difference in the success of staff members' training programs. Other directors in northern Minnesota also showed early support of CDA; and some who reacted initially to the fact that CDA was "imposed" on HSST, are now more receptive to the participation of their personnel. Director support has contributed much to the success of the BSU Pilot effort. And, as two directors of area day care centers also are Associates, this conclusion applies to day care programs as well as Head Starts.

Red Lake Head Start

June 7, 1976

CDA - from a Head Start Director's Perspective

The Red Lake Reservation Head Start program began in 1965 as an eight week summer session. We have since evolved to a nine month school year, serving approximately 140 3-5 year olds between the two centers at Red Lake and Ponemah.

One of the more significant aspects of the program's development has been in the staffing pattern. Like many of the other anti-poverty programs our tribe began through OEO, there was a distinct hierarchy of professional/aide relationships. Early organizational patterns in Head Start reflected this with a teacher (non-tribal member) and aide (tribal member) assigned to each classroom.

Our Career Development program began with pre and in-service training sessions through the University of South Dakota/Vermillion based T & TA provider for Indian programs in a five state area. We later joined in the Head Start Supplementary Training effort through Bemidji State College (now BSU).

As a result of taking part in the training available and the years of experience accumulated by personnel stability, our program now operates with a differentiated staffing pattern, with classroom staff ranged from Assistant I through Lead Teacher/Education Coordinator. Of the fourteen member teaching staff, thirteen are tribal people. This has contributed greatly to a sense of community involvement and participation in the Head Start program. This involvement is crucial in light of the age old alienation from the educational systems experienced by Indian people.

As mentioned earlier, the Red Lake staff has been a part of BSU's HSST/CDA program from the onset. The design of the BSU Child Development Training Program has always been in response to their trainees needs. CDA, although of a national scope, is no exception to this responsiveness. The BSU staff, along with trainees, had explored alternative educational delivery systems, including competency based education, prior to the formal inception of CDA. Thus, for the programs affiliated with BSU/CDTP, the pilot CDA effort has been a natural progression toward relating learning and growth to real life experiences.

Having been an aide and a teacher before becoming a director, I have supported the need for relevance in staff training. CDA has proven a highly successful method of wedding theory to practice. It has taken individual strengths and weaknesses into account, acknowledging what each trainee is and building from there. The CDA candidate is an active participant and catalyst in his/her own education. Unlike regular coursework, feedback is

continuous, with the field advisor observing classroom performance and discussing this with the candidate. It is also beneficial for the candidates to receive input from the parents of their students. This built-in parental involvement is an extremely important and valid aspect of the assessment.

Five Red Lake teachers have gone through the final assessment and obtained the CDA credential. Each of them has gained, both personally and professionally, from this experience. They have gained in five different ways, according to their own needs and their own abilities. The children and families these teachers work with have received the benefits of a positive learning climate for both child and teacher. Our program has gained in the shared sense of personal growth and achievement which has marked the successful completion of each assessment. Each of these individuals has blossomed in the confirmation that they are indeed competent as early childhood teachers.

The entire Head Start philosophy is based on the recognition of each child as an individual. As we profess learning to be a life long process, this common foundation for learning has served to readily integrate CDA in our total program.

Submitted by: Judy Roy
Director

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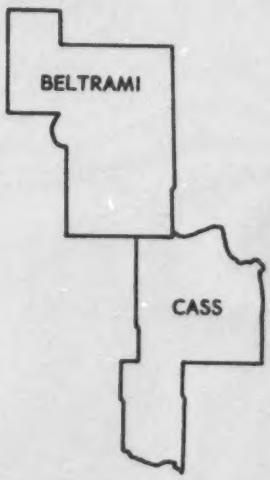

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Bi-County Head Start

Review of CDA Training by The Child Development Training Program

Constance Pelletier
Bi-County Head Start Director

Over the last three years, CDA has become an important term to Bi-County CAP Head Start. In particular, the Child Development Training Program's efforts to train Bi-County Head Start staff members as CDA's, has had a great effect on staffing arrangments and on career development.

First, some information about Bi-County. Our Head Start program serves 100 children and their families in Cass and Beltrami counties. Bemidji, the home of the CDTP is centrally located for Bi-County Head Start staff members. Bi-Counties seven centers, three home based and four center based, provide employment for the majority of the 30 member staff.

Four people are housed at the Bi-County office in Bemidji. Two of these people make up the clerical staff. Because of the limited core staff, great responsibility lays at the center level.

Career Development is viewed by Bi-County to be as important a component of the program as Health, Social Services, Parent Involvement, or Education. Bi-County must assist it's employees to attain a professional level of development at center level as they opperate quite independently. Therefore, Bi-County has valued opportunities from CDTP and made every effort to participate in training offered by them.

Bi-County has an actively functioning Career Development Committee. This is partially due to the fact that staff members have been able to develop their careers thru CDA. This CDA Training has been recognized by the agency as valid early childhood training and in fact the highest quality training that is available, in perhaps, the whole mid-west. All of the Bi-County Center Supervisors (lead teachers) have CDA Certification; two also have earned their Bachelor's Degree thru CDTP. Our Assistant Teachers have also earned CDA Certification.

The Bi-County Career Development Committee has recognized CDA rather than a degree as a minimum qualification for the Center Supervisor position. This is because of the respect Bi-County has for the training the CDA people have gone thru with the Child Development Training Program Field Advisors.

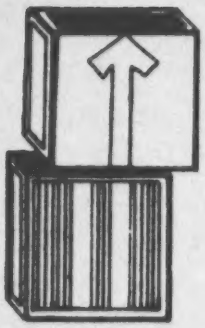
Bi-County has had the experience of placing degreed teachers with the program for short periods of time. We have found that the CDA Trained teachers more nearly meet the agency and Head Start program philosophy of Early Childhood Education than people who have been trained in another fashion. CDA training has enabled Bi-County staff to reach a level of competence the agency feels is necessary to operate centers.

At this time two center supervisors are attempting to move into the community with their own early childhood program. This follows the Bi-County Career Development Committee Policy of "Up, Up, and Away". If they are successful in establishing their own center, the Bemidji community will benefit and Bi-County Head Start will be able to promote two CDA Assistant Teachers to the Center Supervisors level, opening two Assistant Teacher positions to low-income area residents. If this should happen, two more people will have the opportunity to be trained as CDA's by the Child Development Training Program.

This is the cycle that we hope to maintain. It is contingent on future training opportunities remaining available through CDTP.

As is evident, without training, Career Development would fail and our ability to employ untrained low income people in a position to gain a new skill would disappear.

Bi-County is indebted to the Child Development Training Program for the role it has played in assisting us to meet the goals of Head Start.



LEECH LAKE HEAD START

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June 8, 1976

Our Head Start program is located on the Leech Lake Indian Reservation in northern Minnesota. We have eight centers within a fifty mile radius around the community of Cass Lake. Our program employs approximately forty people and serves one hundred and eighty children. All of the lead teachers in our program are Indian. None of these teachers have college degrees, although three hold provisional nursery school teaching certificates and three have received their CDA credential.

I see many positive things happening in our program as a result of our affiliation with the Child Development Associate program at Bemidji State University.

One of the most significant contributions of the CDA program has been to provide a personalized, ongoing training process to individuals working with preschool children. Up to this point training has been sporadic and fragmented. Teachers have been exposed to many different theories and philosophies, but there has been no follow-up to help the teachers relate these new ideas to what is actually happening in their classroom. Now, with the help of the trainer, the "teacher/trainee" is able to explore different attitudes and methods, and to sort out those which she is in agreement with, and to discard those she is uncomfortable with. The trainer is there to offer suggestions, alternatives, criticism, and, most of all, support.

I have been very impressed with the growth of the individuals enrolled in the CDA program. Staff members seem to "wake up" to the fact that they are important and that the job they are doing is vital. It is as if by finishing a package or surviving an observation, they have proved to themselves that they are capable, worthwhile people. Along with this new awareness, the participant seems to develop a self confidence

that enables her to look at herself critically, set goals and objectives for herself, and take active steps towards achieving those goals. The concern and curiosity spreads into the classroom and the change is immediately evident in her work with the children. The improved self confidence makes the candidate more willing and able to assume responsibility. The question is no longer, "Am I doing OK?", but rather, "How can I do better?".

For many years our program had to hire non-Indian degreed teachers to teach our children. The CDA program makes it possible for our people to become proficient at teaching within a relatively short period of time. We now pay our CDA credentialed teachers on par with what we would pay a degreed teacher. We feel that our CDA's have proved that they are able to teach the children in our community.

The CDA program has provided our staff members with a stepping stone between paraprofessional status and a four year teaching degree. After achieving their CDA credential, most of our staff members have indicated that they intend to continue their education in order to get their four year degree. I am sure that the CDA experience has added a new dimension to the future of these teachers, and, consequently, to the future of the children they touch.

VIII. COMMENTS BY OUTSIDE PROFESSIONALS

Lead in Comments: The two persons writing here have been acquainted with the Child Development Training Program for several years. Joan Allen is a preschool/child care licensing consultant for the Minnesota Department of Public Welfare working out of Bemidji. She has done workshops in science for CDTP. Margaret Roth is teacher-director at the Laboratory Nursery school, University of Minnesota, in Minneapolis. Margaret has written a learning package for the Program, "Music in the Preschool." Both of these persons happen to be experienced Consortium Representatives. But they are writing here not from this role, but as professionals in the field of early childhood education familiar with the BSU Pilot.

The CDA Pilot Project at Bemidji has provided staff people in area child care programs an opportunity for training that they could not otherwise receive. From the standpoint of meeting licensing requirements this means a great deal to persons already employed. There are no other resources for training outside of the traditional university methods available for preschool staff so this project has meant a great deal to these persons.

One of the strengths of this project has been the personal contact provided by the trainers. In my contacts with candidates, each has indicated that without the encouragement and expertise, provided by their trainers through the numerous visits and phone calls, they would not have applied for the CDA credential.

A weakness of the project would be the lack of sufficient funds to serve more people, especially those outside of Head Start. Like so many Federal programs, the limits imposed by the funding prohibit the availability to many day care staff, who also serve low income children and are they themselves unable to afford training.

This project has served the many CDAs who have been assessed as competent with a genuine concern for their professional and personal growth. The many hours each trainer has devoted to the trainees is evident in the portfolios and the personal testimony of each CDA candidate.

Submitted by

Joan Allen,
Licensing Consultant, and CDA Representative

Comments and Impressions
of the
Child Development Training Program
308B, Birch Hall
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1. Bemidji CDA pilot program has been extremely effective for the candidates because it was designed to train each candidate for their needs--which were at many different levels--from a beginner to a certified teacher level. In addition to the CDA training, the Bemidji CDA staff were very helpful and cooperative in advising students of academic possibilities that would enrich their experiences and training.

2. Performance competence encompassed the understanding, knowledge, and application of early childhood education philosophy and reasoning.

3. The project had a "spirit" and genuine purpose that included accepting and liking each other thus creating a "family-working together" atmosphere. Feelings are warm, helpful and supportive.

4. The Indian program alone is a supreme strength! Being a part of the Indian community--really knowing and working with the Indians--has given the Indians the acceptance, recognition and respect so that they have soared and become prime examples of achievement and diligence.

5. The field advisor component is extremely valuable. Programs rate the need for resources and evaluations and help coming to them as their ultimate need and desire and is the thing the CDA Pilot Project has done for them.

Probably the one handicap that the CDTP had--could be labeled as a NEED--would be the acceptance, cooperation, respect and supportive service of the academic community toward the CDA credential system. As CDA grows, I can see where competency rating will need to be built into all academic levels of teaching.

A staff personnel change was made part way along. However, this seemed to reinforce the staff to bond together and work harder to achieve their goals.

Margaret Roth

A P P E N D I X

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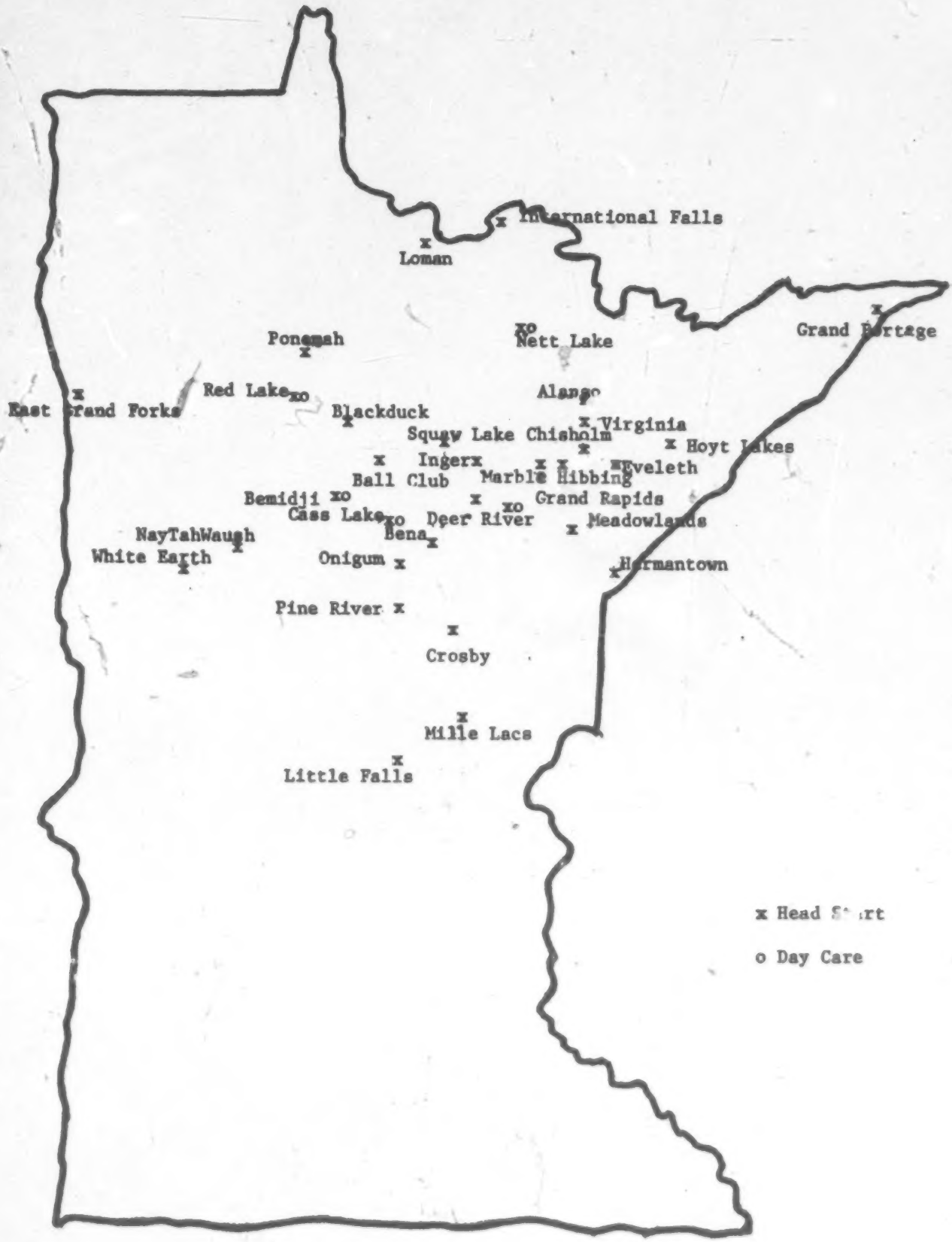
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Nett Lake
Grand Portage
Red Lake
East Grand Forks
Blackduck
Alango
Virginia
Squaw Lake
Chisholm
Hoyt Lakes
Inger
Eveleth
Ball Club
Marble
Hibbing
Bemidji
Grand Rapids
Cass Lake
Deer River
Meadowlands
Bena
NayTahWaugh
White Earth
Onigum
Hermantown
Pine River
Crosby
Mille Lacs
Little Falls
x Head Start
o Day Care

MASTER: OPINION QUESTIONNAIRE ON THE CDA PILOT AT BEMIDJI

	Ex-Candidates	Candidates	Associates
Number Responding	6	17	21
Average time in program	13 months	15.1 months	21.4 months
Mean score on question #1 (a-l)	2.78	2.76	2.67

1) Here are some parts of the CDA program which you, as a candidate or Associate, have been involved with. Rate how helpful each part has been in your personal and professional development.

Score Value	1 Not Helpful	2 Somewhat Helpful	3 Very Helpful
a) The preassessment process	0	12	19
b) The CDA competency system with 6 competency areas and 13 functional areas	0	3	35
c) Keeping a portfolio of your progress and competence	0	5	33
d) CDA related coursework in classes or packages	0	6	34
e) Planning, observation, and discussion sessions with field advisor	0	4	37
f) Attitudes of the field advisor toward you as a CDA candidate	0	1	40
g) The abilities of the field advisor in helping you to guide and document competence.	0	4	36
h) The role of your lead teacher or co-workers in your training program	2	17	22
i) Fact that the credential depends on competence rather than on grades	0	7	29
j) The final assessment system based on the Local Assessment Team procedure	0	6	25
k) The "learning experience" in the CDA program	0	5	37
l) The meaning of receiving the professional credential	0	5	29

*Note: If you are an ex-candidate who left the CDA program before assessment, please answer any questions that you can and especially question number 11.

2) For those who have gone through Final Assessment: Indicate whether the following parts of the process were very helpful, somewhat helpful, or not helpful to you in your personal and professional development.

	Not Helpful	Somewhat Helpful	Very Helpful
a) The way the final assessment was explained to you by your field advisor	0	2	18
b) The way the final assessment was conducted by the Consortium Representative	1	2	17
c) The role of the field advisor in the final assessment	0	1	20
d) The role of the Parent-Community Representative in the final assessment	0	0	21
e) Your own role in the final assessment	0	4	16
f) The role of the lead teacher or co-workers during final assessment.	2	6	12
g) The observation sessions by the Consortium Rep. as a part of final assessment	1	0	19
h) The Portfolio as a part of the assessment	0	1	20
i) The Parent questionnaire as a part of the assessment	0	6	15
j) The field advisor's reports as a part of the assessment	0	0	21
k) The interview with the Consortium representative	1	3	17
l) The conduct of the Local Assessment Team meeting	0	2	17
m) The decision process about whether you were competent	0	2	18

3) Please comment on any parts of CDA training or assessment that stand out as <u>not</u> being useful to you.

Responses:

1.	All parts helpful:	10
2.	Uncertainty at beginning of Pilot:	1
3.	Frequent changing of field advisors:	1
4.	Field advisor bias on some issues:	1
5.	Previous field advisor not too friendly:	1
6.	Head teacher not involved in assessment:	1
7.	Having co-worker in room with children during assessment:	1
8.	Consortium rep's attitude:	1
9.	Preassessment:	1
10.	Transcript (tape recording during assessment):	1

Typical comments:

"All parts were helpful."

"The very beginning of the CDA when no one knew for sure what direction the CDA was really taking. Once this direction had been determined it's been fantastic training."

"The fact that the head teacher was not involved in the final assessment."

"Before we had field advisors that were not too friendly."

4) Please comment on any parts of CDA training or assessment that stand out as being very helpful to you.

Responses:

1.	My field advisor:	15
2.	Local Assessment Team Session:	6
3.	Packages:	5
4.	Workshops:	5
5.	Keeping a portfolio:	4
6.	Self Evaluation through training and assessment process:	2
7.	Parent-Community Representative:	2
8.	Working with competent teachers:	1
9.	Understand more how to schedule:	1

10.	Made me realize how much you do during the day:	1
11.	Discussion with others in program:	1
12.	Information from parent questionniares:	1
13.	Consortium rep helpful and friendly:	1
14.	To have competencies defined and to look at each competency:	1

Typical Comments:

"An excellent field advisor; the Portfolio was very helpful in recording, it made you aware of what you were doing."

"Passing out the questioneers to parents, knowing what they feel about you."

"Packages - Sessions with field advisor - Sessions of discussion with other people in CDA program - Workshops."

"During the assessment the feedback provided by the other three LAT members gave me a chance to look at myself through "the eyes of others" and certainly increased confidence in myself."

5) On the whole, up to this point, what has been the most important contribution of the CDA program to you professionally and/or personally?

Responses:

1.	All useful:	11
2.	Weekly visits/support from field advisors:	10
3.	Courses related to teaching/learning packages:	6
4.	Education received/more aware of needs of children:	4
5.	Boost in self concept:	3
6.	Keeping a portfolio:	3
7.	Going through assessment/gaining credential:	3
8.	Gain in respect from friends, neighbors, and relatives:	2
9.	Workshops:	1
10.	Assessment of classroom competence:	1
11.	To grow and evaluate as I go:	1
12.	Learning why activities help a child:	1
13.	Field advisor helping me to put together a portfolio:	
14.	Raise in pay:	1
15.	I'm now a more patient parent:	1
16.	Stresses individuality of candidate and children:	1

Typical Comments:

"The learning packages were very helpful. It's hard to say what has been most important because I've learned so much and value each experience I have had."

"It has made me more aware of the needs of pre-school age children and how to deal with some of them. It has also helped me be a more patient and understanding mother (at least my 6 year and 10 year old children have told me)."

"This program has helped me in both areas to grow and evaluate as I go. Too often it is too easy to get caught up in the everyday activities or whatever and I/we don't stop to take the time to evaluate ourselves or our activities."

"The trainer came weekly to go over material with me - to help me see my weak areas and gave suggestions to be tried that he had observed in other centers."

"Personally, I've gained respect from friends, neighbors, and relatives."

"The most useful part to me was the LAT meeting - in fact the whole day of my final assessment! I could really see that everyone on my team had put a LOT of time into it - and it was with their help that this was a success! This day was a LONG time a coming - but when it did - wow! It was A-OK!"

6) On the whole, up to this point, what has been the biggest let down in the CDA program to you professionally and/or personally?

Responses:

1.	No let downs:	12
2.	Coming to the end of the CDA program:	3
3.	Didn't get started sooner and now program may end:	2
4.	Pilot project not refunded:	2
5.	Not knowing about renewal:	2
6.	Fact that candidate only had access to one field advisor	1
7.	Changing requirements for portfolio:	1
8.	Difficulty of portfolio:	1
9.	Lead teacher putting CDA down:	1
10.	Ordeal of assessment:	1
11.	Agency requiring 4 year degree for teaching:	1
12.	The CDA pins (buttons):	1

Typical Comments:

"That CDA is good for a few years - What's next?"

"I miss the old grind. HA!"

"The lead teacher putting it down as not valuable, but ok for training an aide. The agency requiring a 4 year degree (BS-BA) for teaching because there are so many of them looking for work."

"Not having enough time to work on CDA notebook. Gathering materials to include in notebook."

7) Going through CDA training and possibly assessment is likely to have some effect on the family life of the participant. In what ways to you see your participation in CDA as affecting your family situation?

Responses:

1.	Family/husband proud of me:	8
2.	Family encouraged me and participated when they could:	7
3.	No affect:	4
4.	I have more patienge and understanding about matters at home:	3
5.	Took time away from family but they understood:	3
6.	More able to make positive decisions at home:	2
7.	Adjustments made; no problems:	2
8.	Nerve racking last few months; now back to normal:	1
9.	Not enough time at home to work on portfolio:	1
10:	Baby at home prevented attending earlier workshops:	1
11.	Children think I'm more understanding:	1
12.	Helped me gain more interest in continuing my education:	1

Typical comments:

"My family is very proud of me and feels that it was worth all the hard work and time put into it."

"These last few months it's been nerve racking at home, now it's just about over my life is getting back to normal."

"Nothing affecting our family situation, but they were very helpful when I was working on the CDA Credential."

"In my case nothing made any difference. The last month I explained I had to do some studying 'cause just like them I was going to school. It was hard to find time to work, clean house and study but all my children were willing to help with house chores and so was my husband. The day of assessment they all wished my luck and were anxious at end of day to find out if mom had made it. They are proud that mom went through assessment.

8) Going through training and possibly assessment is likely to have some effect on staff relations in your program. In what ways do you see your participation in CDA as affecting staff relations?

Responses:

1.	Closer working relations/common interest in program:	9
2.	Co-workers cooperative/helped me through it:	5
3.	Staff proud to have CDA's on staff:	3
4.	Feel I can speak up more now and hopefully contribute some worthwhile ideas:	3
5.	Staff was supportive but time away from them may have and an effect:	2
6.	Nervous for candidate - now back to normal:	2
7.	Very little help from co-workers:	2
8.	No affect:	1
9.	Not enough positive response from staff:	1
10	Present teacher did not like me learning on school days:	1
11.	Teachers are threatened by CDA:	1
12.	Some helpful, some not:	1
13.	Too late in year to tell:	1

Typical comments:

"I think we have all worked together to help each other get through. We now have three that have gone through it."

"The staff was most encouraging and supportive, but I do feel the time spent away/apart from them may have had some effect on staff relations."

"CDA's without a college degree should have some recognition monetarily or titled with added competent responsibilities for their self-worth. Staff has got to be tuned-in."

"It's made us more aware of things that we need improvement in, and things that we do well in."

"Teachers are threatened by CDA."

9) Going through training and possibly assessment is likely to have some effect on the career and educational goals of the CDA participant. In what ways do you see your participation in CDA as affecting your career and educational goals?

Responses:

1.	More college classes/work for BS degree:	12
2.	Provided opportunity to continue growing:	8
3.	Keep on toward assessment:	4
4.	Packages have helped with work:	2
5.	Keep working with preschoolers:	2
6.	Helped to prepare for the lead teaching role:	2
7.	Start own center:	2
8.	Only in positive:	2
9.	Better chance to work with young children:	1

Typical Comments:

"The CDA training could easily encourage people to take additional courses. I have been all along! This CDA experience - the LAT meeting brings out your qualities and it is great having them out in the open!"

"Since I've been a CDA candidate for three years I have decided to go on and get a degree in Elementary Education."

"I would like to keep on going with the program. It has really been useful and I have really learned a lot."

"I have only the CDA goal in mind now. But I see that as my career - I love to be with children and that is what my future will be. If I get the opportunity I would like to work with mentally retarded children or perhaps handicapped children and CDA I think is an important step in that direction."

"I feel that I am better trained to work with 4 year olds, and I am looking forward to other classes that might improve my work. I think I gained enough confidence to take over the teaching responsibilities."

10) Now that CDA is into its main phase of operation, more emphasis is being placed on the use of volunteer trainers. (These are co-worders or other early childhood professionals, most likely from your own community, who volunteer their services as trainers.) If you were thinking of becoming a CDA candidate now, what difference, if any, do you think that working with a volunteer trainer would make in the training, assessment, or credentialling parts of your program?

Responses:

1.	The quality of the training would be affected:	4
2.	It wouldn't bother me/no difference:	3
3.	Don't think it's a good idea:	2

4. Prefer field advisor: 2
5. Not sure: 1
6. "Any help from someone who knows what they are talking about" would help: 1
7. Might even be helpful to have someone that knows your own situation: 1
8. Might be good, something they really wanted to do, not just a job: 1
9. Would be successful: 1
10. If person has gone through training, it might be an asset: 1
11. Volunteers would need training so they can see what teachers need to learn: 1
12. Could be a personality clash - but this could happen with a field advisor: 1
13. Trainer plays such a big part in CDA: 1
14. "I could never have received the training from a co-worker that I received from my field advis advisor: 1

Typical responses:
"Not enough time would be spent with candidates."

"I don't think that ittwould make much difference, in fact it should be an asset to training and assessment since that person has had to go through the training."

"It might be good.If the trainer volunteered it would be something they really wanted to do and not just a"job", although I have no complaints about my trainer'

"The trainer would have to be aware of what a CDA is and have positive thinking about it."

"I don't think this would be a good idea."

11) If you stopped with CDA training before going through assessment, please indicate whether the reason had more to do with a) dissatisfaction with CDA b) the general work situation other than CDA c) other reasons unrelated to work or training - please comment:

Responses:

1. Sale of day care center: 2
2. Moving to California: 1
3. Moved out of state: 1
4. Changed work status to non-classroom: 1

Typical comments:

"I stopped CDA training because I moved out of state and was unable to finish CDA. I would have liked to have finished with the program and receive my CDA."

"I changed my work status from classroom to outreach aid and also started attending college full-time."

12) If you have other thoughts about the CDA program or the CDA pilot at Bemidji, please comment:

1.	Whole program fine:	3
2.	Others working with children could benefit:	3
3.	Thank you all for this chance and all the help I had through it all:	2
4.	Staff has been wonderful - all staff:	2
5.	CDA let me combine learning while working:	2
6.	All I can say is it is good:	1
7.	Thank you for giving me the opportunity to continue my education:	1
8.	Pleased to have been part of CDA program and Bemidji University:	1
9.	My assessment felt it was an "impossible dream" but I'm glad it came:	1
10.	Increased my awareness as a teacher:	1
12.	Deadlines should be assigned for packages:	1
13.	Parent and family relationships are closer and more successful because of training in CDA:	1
14.	Very helpful program for beginners in day care centers:	1
15.	Would like to see field advisors come more often:	1
16.	Wish we could get more money for field advisors:	1
17.	Should be continued:	1
18.	CDA needs to be better known and accepted:	1
19.	Hope I can continue to complete assessment:	1

Typical comments:

"I would like to say thank you for selecting me to take part in the CDA program. I am now a much wiser person about young children, although I had previously worked three years with them."

"I think the idea of CDA is excellent. All who work with pre-school children should be required to meet these criteria. Example: (Not to only have a 4 year degree to teach, some have not even had the nursery school training.) It is an advantage to have aides that are taking the CDA training - they are much more capable and understanding. Parent and family relationships are closer and more successful because of training in CDA."

"Don't stop a worthwhile program. It's like dangling a carrot in front of the horse - if there aren't a lot of CDA's it won't mean anything to the employer. The government and educational institutions should be given a good public relations boost and NOW! The people who worked on the CDA are sincere and dedicated and should be recognized without prejudice as not having that Bachelor degree, so therefore not competent which is what the "Degreed" staff do. Start with BSU staff to instill in its future teacher students."

"Should be continued at all costs - if possible."

"The whole program has been very useful. Everything is very fine."

"The CDA program has helped me to become aware of what I was doing with children, how I was teaching them without being aware of it and how to extend on that. I highly recommend it to anyone working with pre-school and that the program continue with their services."

CHILD DEVELOPMENT ASSOCIATES
from Bemidji Pilot

Name	Program	Address
Kathlyn Albrecht	Day Care	Oak Hills, Bemidji, MN 56601
Dolores Bretti	Head Start	501 River Rd. S.E., Grand Rapids, MN 56744
Helen Bryan	Head Start	Squaw Lake, MN 56681
Nellie Cameron	Head Start	3242 Minnesota Ave., Bemidji, MN 56601
Betty Carr	Nursery School	Rt. 6, Box 236, Bemidji, MN 56601
Gerarda Chapa	Head Start	1210 N. 7th St., East Grand Forks MN 56721
Mary Dahl	Day Care	1219 2nd St., Bemidji, MN 56601
Sharon Garrigan	Head Start	Box 221, Red Lake, MN 56671
Jodi Gates	Head Start	Box 542, International Falls, MN 56640
Vera Grondin	Day Care	5th & Lake, Bemidji, MN 56601
Thern Hegstrom	Head Start	Box 196, Redby, MN 56670
Verna Hind	Day Care	6th & Wood, Bemidji, MN 56601
Marilyn Holmvig	Head Start	Cuyuna Rt., Deerwood, MN 56444
Myrtle Jacobs	Head Start	Rt. 5, Box 198, Bemidji, MN 56601
Shirley Joenks	Head Start	Star Rt., Pine River, MN 56474
Edna Kingbird	Head Start	Ponemah, MN 56666
Ella Kingbird	Head Start	Ponemah, MN 56666
Charlotte Kozar	Head Start	519 S. 5th St., Virginia, MN 55792
Patty Lamon	Head Start	Rt. 2, Box 177, Bemidji, MN 56601
Dorine Lehn	Head Start	509 S.E. 4th, Little Falls, MN 56345
Ruth Lutgen	Head Start	Blackduck, MN 56630
Marlene Morrow	Day Care	Cass Lake, MN 56633
Shirley Morton	Head Start	Rt. 1, Box 215, Angora, MN 55703
Nancy Mueller	Head Start	Meadowlands, MN 55765
Theresa Olsen	Head Start	Box 4, HayTahWaush, MN 56366
Leanna Peasley	Head Start	Rt. 1, Blackduck, MN 56630
Alice Quirk	Head Start	Rt. 1, Box 84, Mt. Iron, MN 55765
Marlene Ryks	Head Start	Star Rt. 60, Pine River, MN 56474
Betty Schoenborn	Head Start	Redby, MN 56670
Mary Jo Smith	Head Start	Star Rt., Walker, MN 56484
Jan Tanner	Head Start	Walker, MN 56484
Elaine Torkelson	Head Start	Rt. 1, Pequot Lakes, MN 56472
Edythe Warner	Head Start	Rt. 2, Deer River, MN 56636

PILOT STAFF - MARCH 1973 - JUNE 1976

The following list provides academic and vocational backgrounds, and period of time with the CDA Pilot:

Kathleen Camara Thomas, Initial Project Director
BA English, Minor in Education
MA Theatre
Instructor in Speech and Interpretation, 2 years
CDTP field advisor,1 year
Project Director, 3 years
Period with Pilot: Program year A, B, four months of program year C

Dan Gartrell, Project Director
BA Elementary Education
MS Elementary Education
Ed.D candidate, teacher education - early childhood concentration
Head Start Teacher, 2 years
CDTP field advisor, 3 years
Project Director, 9 months
Period with Pilot: Half of program year A, Program years B & C

Rosalie Anderson - CDA field advisor
BA Social Work, Minor in Humanities
Child/Family Social Worker, 5 years
CDA field advisor, 2 years
Period with Pilot: Half of program year A, program year B, 2 months of program year C

Hilmer Brehmer - CDA field advisor
BS Education
MS Education
High School teacher, 2 years
Principal, 7 years
Superintendent, 6 years
BSU faculty, 11 years
Part time CDTP field advisor, 3 years
Period with Pilot: Half of program year B, program year C.

Kim Decker - CDA field advisor
BS Elementary Education/Special Education
Currently completing Early Childhood Concentration
Elementary school teacher, 1 year
CDTP field advisor, 3 years
Period with Pilot: Half of program year B, program year C

Judy Fruetel - CDA field advisor
BA Psychology
BS Elementary Education, concentration in early childhood education
3 graduate hours, counseling
Child care worker, 1 year
University residence hall director, 2 years
CDA field advisor, 1 year
Period with Pilot: 2nd half of program year C

Eleanor Gallant - CDA field advisor
BA Psychology, minor in education
BS Education, minor in guidance
Supervising teacher, 7 years
Head Start director, 2 years
CDA field advisor, part time, 6 months
Period with Pilot: Half of program year B

Susan Gartrell - CDA field advisor
BA Elementary education
Currently completing MS in early childhood education
Head Start teacher, Native American program, 4 years
Supervising teacher, university day care program, 2 years
CDA field advisor, 2 years
Period with Pilot: Half of program year B, program year C

Margery Miller - CDA field advisor
BA Social studies, minor in English
Teacher, 1 year
Continuing education, 1 year
CDA field advisor - 4 months
Period with Pilot: part of program year B

Sister Lenore Paschke - CDA field advisor
BS Elementary education and music
MS Education, counseling
Elementary teacher, 10 years
Coordinator, volunteer program 5 years
CDA field advisor,1 year
Period with Pilot: Half of program year A, two months of program year B

Paul Pelletier - CDA field advisor
BS Social work
Currently completing early childhood concentration
Internship in Head Start program, 6 months
Youth worker, 4 years
CDA field advisor, 1½ years
Period with Pilot: End of program year B, program year C

Nancy Pope - CDA field advisor
BS elementary education
Presently completing MS in early childhood education
Kindergarten teacher, 2 years
4-C activities, 1 year
YMCA youth/women's programming, 4 years
Day care director, 1 year
CDA field advisor, 1 year, 3 months
Period with Pilot: Program year C

Linda Tappe - CDTP Program Coordinator
BS Business Education
Presently working on early childhood concentration
Program coordinator, 2 years
Period with Pilot: Program year B, C

John Yourd: Institutional Representative for BSU
(Not paid through Pilot)
Institutional Representative - 5 years
Period with Pilot: Program year A, B, C

Annette Hammes - CDTP Secretary
Secretary, 2 years
Period with Pilot: 1½ years

Key Student workers: Stephanie Rossi, Teresa Harkcom, Nancy Weber and Grace Gensmer.